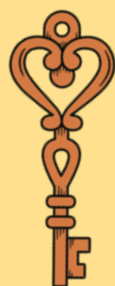


2024



ESCAPE FOR
DEMOCRACY



Escape for Democracy

Handbook



Co-funded by
the European Union



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Introduction

ED4 PROJECT



E-learning platform for citizenship education: Escape for Democracy

The E4D project was co-financed by the ERASMUS+ programme of the European Union and was implemented from May 2022 to May 2024. It aimed to develop an e-learning platform based on digital gamification and non-formal education (NFE) in order to teach and promote European Values, Democratic participation, the principles of unity and diversity, as well as the EU's diverse social, cultural and historical heritage.

Project summary

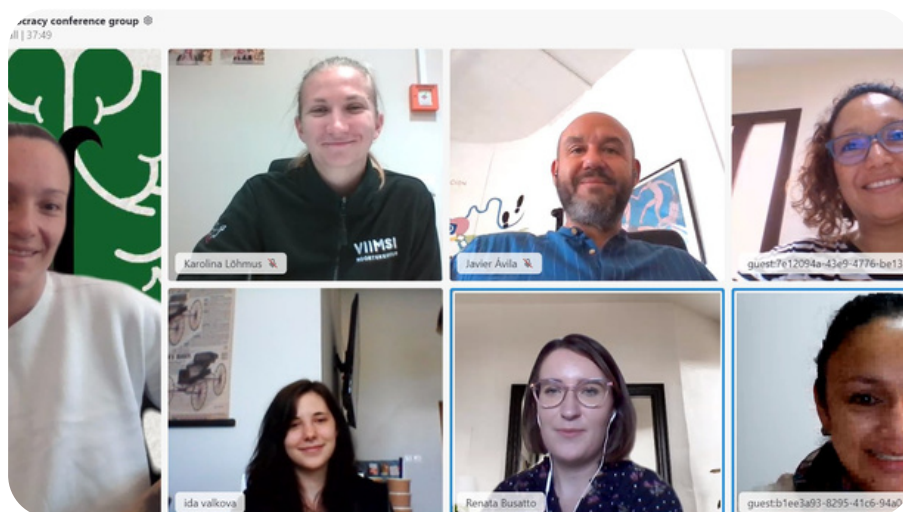
By analyzing the latest research on democratic participation in four countries, incorporating exemplary instances of gamification and NFE relevant to youth citizenship education in the European Union (EU), and providing resources and tools for e-learning solutions designed for youth workers, the project successfully developed three digital educational escape rooms specifically targeting young individuals. As a result of these efforts, an innovative e-learning platform was created, accessible at <https://escapefordemocracy.com/>.



About the project

The main aim of this project was to establish a transnational consortium with intersectoral partners that work with youth in order to share good practices and experiences and by combining them create new and innovative tools and methodologies to teach citizenship education to our youth, which is mainly from rural areas.

Through the joint efforts of this consortia, and via utilizing existing knowledge, skills and resources of the partners this project produced an open source resource – an intellectual output, accessible in English, Croatian, Spanish, Bulgarian and Estonian languages via specially designed e-learning platform divided in online modules.



These modules, equipped with a handbook, enriched with 6 inspirational escape room scenarios and a list of tools and resources for the development of such citizenship education tools and materials present an innovative youth work approach that combines digital gamification methodology and non-formal education philosophy. The Escape room scenarios are available here: <https://escapefordemocracy.com/ers-e-platforms/>

About the modules



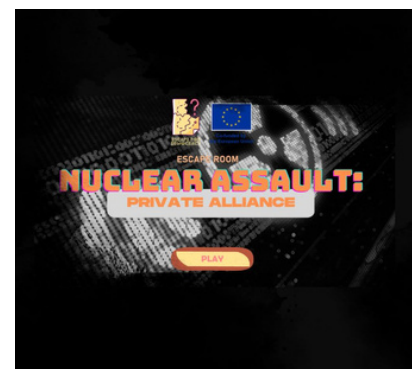
Virtual escape rooms have become incredibly popular due to their immersive and interactive nature. These virtual experiences allow participants to engage in solving puzzles, discovering clues, and navigating through virtual environments within a specific time frame. With a diverse range of themes available, including adventure, mystery, and historical settings, virtual escape rooms offer an entertaining and challenging experience for individuals or teams. By promoting collaboration, communication, and strategic thinking, the E4D escape rooms enhance teamwork and problem-solving skills.



In this educational adventure, a group of young teenagers finds themselves travelling back to time and experiencing the evolution of democracy. Game takes them on a virtual journey to Ancient Greece. Through the immersive experience, the students witness key historical moments, culminating in the creation of democracy in Athens. The game teaches historical and cultural heritage, democratic participation topics and democratic values.



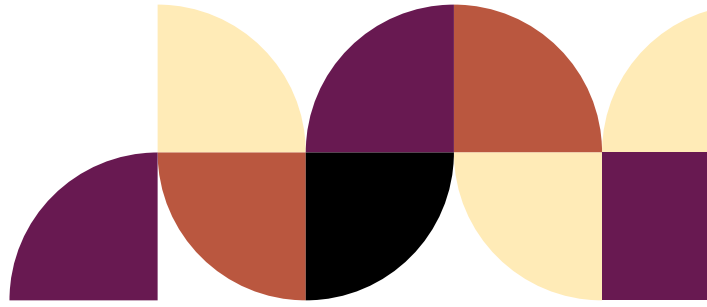
In this virtual escape room, set in a fictional country of Espacrogaria, players assume the roles of active protesters who have infiltrated the presidency during a time of political turmoil in order to stop the upcoming violent up-rise. The objective is to uncover evidence of human rights violations committed by the governing bodies in order to initiate the resignation of the government and new elections.. The game teaches human rights, democratic participation and active citizenship.



In this scenario set in 2023, a mole has infiltrated the European Parliament, stealing crucial information and selling it to a criminal organization. The player embarks on a journey to various historically and culturally significant sites across the EU, each providing a crucial piece of code that leads to the precise location of the bomb that the player must deactivate. The game teaches active citizenship, democratic values and EU's historical and cultural heritage. 5



Project Partners



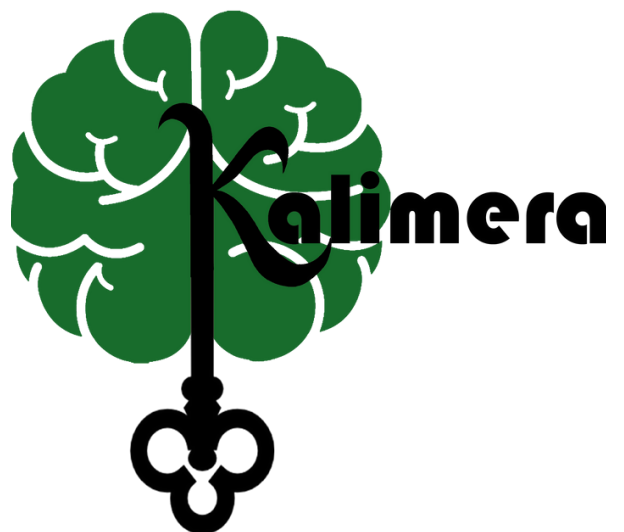
EUROPA 2020

Europe 2020 was founded as a response to different needs related to the knowledge of Andalusian youth about their possibilities in Europe. Our goals are to promote and stimulate awareness of different youth opportunities of the European Commission among young people of Andalusia, foster community spirit and integration to promote awareness of European culture among the young, and promote the active participation of young people in local public life.

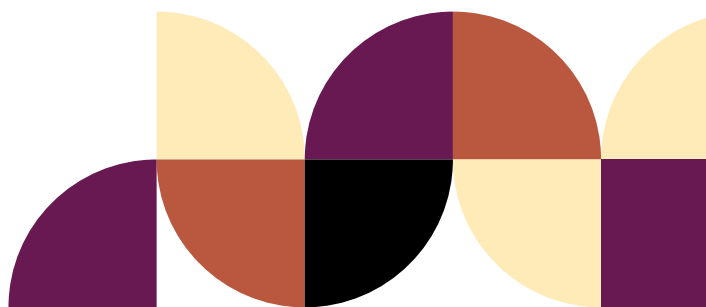


KALIMERA

Kalimera was established in 2021 by a Croatian young woman entrepreneur after participating in a learning experience through Erasmus for Young Entrepreneurs programme in 2019 in Cyprus. The main aim of the organization is to provide creative and innovative solutions through European projects for individuals, NGOs, SMEs (incl. social enterprises), public bodies and both private and public educational institutions both in Croatia and across the EU.



Project Partners



WALK TOGETHER

Association Walk Together is created in 2013 to serve as a learning organization that gathers trainers, youth and social workers, youth policymakers, experts, and volunteers with different levels of competencies to engage in activities with a European dimension and including youth society in responsible choice making, voting, encouraging personal opinion expression, debating and becoming an active citizen who adds value to their social environment.



VIIMSI VALLAVALITSUS

The Department of Youth and Education of Viimsi Municipality organizes and coordinates work with the local youth. This department cooperates with Viimsi Schools, Viimsi Kindergartens, Viimsi Youth Centers, Viimsi Youth Council, the students' representatives from schools at Viimsi as well as with various youth organizations and groups in the municipality. Our department holds cooperation events, seminars and meetings for the region's young people and youth education workers.





ESCAPE FOR
DEMOCRACY

2024



CHAPTER 1

Youth participation in democracy



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SPAIN



Introduction

Interest in politics has been used as a traditional indicator on a social level.

Nowadays, one part of the Young people in Spain (37%) declare that they are interested in political issues. On the other hand, 39% of the Young people in Spain say that they are not very interested in politics and the rest of the Spanish young people have no interest in this topic. The data from the study reveal that, the higher the educational level, the greater the interest in politics.

More than half of the Young people in Spain with higher education (56%), have an elevated interest in political things. But this percentage goes down, over 43%, in the case of those who only have a secondary school degree.



Young people's feelings towards political responsibility

From a sociological point of view, politics is an accumulation of rational arguments and feelings, emotional variables that can explain voting patterns. When asked about the latter, about the feeling that politics inspires in them, the majority of young people mention the word 'distrust' (48%). In the second place, at a much greater distance, appears the term 'irritation' (17%). Only 12% of the young people surveyed declared that politics inspires their 'interest'.





Frequency with which politics is currently discussed with family, friends and colleagues


According to young Spaniards, the family space is the area in which politics is discussed most frequently. Almost two-thirds of those surveyed (63%) acknowledge this. This proportion drops to 50% if the interlocutors are not family members, but friends. The percentage continues to decrease the more distant the relationship with the other person with whom one is talking about politics: 40% in the case of work or study colleagues (40%). Politics is therefore the subject of private conversation to a greater degree than public for young people in Spain.

Social networks and politics only for young people?

For many, social networks seem to be for the exclusive use of youth, but really, people of all ages have been and continue to join the most varied options of social networks. It has become the window for families to meet even in the distance. For this reason, from a political point of view, networks are the means of communication par excellence. And it is true, young people are the ones who use it the most, going out without a mobile is as much as going out without clothes.

The networks have made it possible for the new generations to become more actively involved in political campaigns and electoral processes. This is thanks to social networks. And it is that for the Millennial generation, social networks, more than being a means of interaction with family and friends, have become a fundamental stage of their lives, here the cobwebs of their relationships develop, and the ways of facing, interpreting and, understanding the world around you. In such a way that to attract the attention of millennials to a particular candidacy, it must reach their mind through social networks. They will never look for you on radio, television and much less in the written press, these media, for them, practically do not exist. But through Facebook or Twitter, you can capture their attention. These digital experiences have made young people aware of their ability to influence and influence the results of political campaigns.





This is how a young man barely 25 years old, without having a political party, manages to ascend to the Mexican Congress representing one of the richest districts and with the best education in the country. Although proven cases of Politics 2.0 had already been seen in countries like the Philippines and Spain, it was not until the 2008 US election campaign, when Democrat Barack Obama won. This demonstrated to the world and established the potential that Politics 2.0 had and still has as a strategy to achieve the political objectives of the campaign, while connecting with the young electorate and activating them politically. This was the first time that the social networks YouTube, Twitter and Facebook participated in an electoral process, leaving great and indisputable scope.

Before concluding, we would like to leave two points that we consider to be extremely important when addressing this issue.

In the first place, we must recognize that, despite its progress, social networks and the effervescence that has been noticed in the police continues to be a phenomenon of the minority middle class. Where the youth not only remain isolated from political life, but also remain indifferent to what may happen beyond their closest environment. It could also positively influence the new generations to become more involved in politics. And, secondly, if young people are not taught to take advantage of these opportunities for participation, others will.

The degree of confidence in the most important democratic institutions in Spain.

Congress of Deputies. The Spanish Parliament transmits more confidence to young people as they feel more interested in politics, as well as to those who are located in the center-right and on the right. Young people with higher and postsecondary education, as well as those from the upper-middle class, also show a higher degree of trust in Congress.

Political parties. The survey once again reveals the same dynamic observed for the Congress of Deputies; the greater the interest in politics, the greater the level of trust granted to the parties. And other socio-demographic trends are also replicated, such as being located in the center-right and the level of studies attained.





Opinion on electoral participation

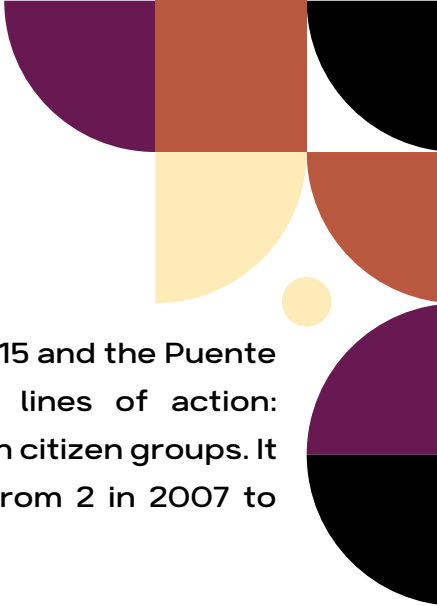
Six out of ten young Spaniards (59%) consider that "you must always vote, it is an obligation in a democracy", compared to 38% who consider that "you only have to vote when there is a satisfactory alternative". As in other sections of the study, a pattern can be seen here that varies depending on the age of the young people surveyed. Thus, supporters of the obligation to vote grow as they get older. Beyond the age variable, it is observed that more women than men share this opinion of the obligation to vote in a democracy. Likewise, the number of people who support this proposal to vote always grows as their interest in politics increases. An opinion that, according to the survey, is shared more by those young people who are located on the center-left or the left, as well as those who support new parties. The preference for always voting is also mostly shared by those young people who work or study, as well as by those who combine both activities. The educational level is also presented as another differentiating factor in this category; at the higher or post-secondary level of studies, more in accordance with the compulsory nature of voting.

The opinion of young people regarding electoral participation has not changed concerning the last study in 2011. However, it does offer differences with respect to the previous studies of 2005 and 2009, so it can be affirmed that a turning point occurred in 2011, already noted in other sections of this analysis.

Youth participation in local decisions for youngsters

In Puente Genil, young people are lucky because there is an association, which is called **LA MESA LOCAL DE PUENTE GENIL**. It is an assembly and executive body that was created in October 2007. Supported by the Youth Delegation of the Town Hall of Puente Genil (Córdoba), and after a series of creation meetings, the participatory youth of the town, associated or not, they decided to create this body as a valid interlocutor between the youth of the population and the local administration.





They have collaborated in the Puente Genil Youth Plan 2012–2015 and the Puente Genil Youth Plan 2016–2019, which is mainly based on 4 lines of action: Information, Dynamization, Participation and Facilitation of youth citizen groups. It has also helped to form different youth associations, going from 2 in 2007 to more than 35 today.

The assembly concept is the conformation of a basic trinomial of work, of structured dialogue and that in Puente Genil come together to have the same objectives: YOUNG PEOPLE, POLITICAL PEOPLE and TECHNICIANS. Local youth, the political sector and the youth technical staff have decidedly met at the **Mesa Local**. The young people as the deliberative basis of their reality, the counselor as support for the decisions of the youth and the Youth technician as Mediator between the two actors. To this union must be linked a battery of tools such as dynamization, facilitation and the use of social networks that accelerates and encourages participatory processes.

The innovative character is found both in the idea and in the procedure, since it has been the youth themselves that have chosen to participate and associate and above all how to participate and how to associate.

Monthly, they have a meeting to choose what they want to do each month or, if they meet to talk about a long project, they choose what activities they would like for a year. The last project they had was '**Young Summer 2022**'. In this project, young people decided to have some activities such as: paintball, a water amusement park, going to the beach, exchanges, workshops (first aid, programming...) and more meetings and trips.

In conclusion, there aren't a lot of teenagers who participate in politics, but those who do have the power to move more young people and motivate them to be more participative in democratic processes. That's why in our town, we also have the project 'Ciudades Amigas', where children from they age of 5–6 years are part of democratic processes. They begin to be motivated to participate in politics from an early age.





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CROATIA



Introduction


The “Z generation” of young people in Croatia, as well as in most countries of the European Union, is growing up in general social conditions that are significantly different from those in which earlier generations of young people grew up. These differences are primarily due to the multi-year economic crisis (2008–2012), the COVID-19 pandemic (2020–2022), and the new global economic threat caused by the Russian invasion of Ukraine. All the before-mentioned international issues strongly affected other areas of the social and political life of the youth across the EU. The situation of young people in Croatia is further complicated by the circumstances of growing up in a transitional society with only three decades of experience in building a democratic, social, and political order and the painful experience of war on their territory. The material, social and political consequences of the Homeland war are still present in Croatia’s daily political life.



The attitude of young people towards politics and social engagements

In Croatia, the share of young people, aged 15–30 is declining, while at the beginning of the 1990s, there was around 21%, according to the last census (2011) there the share of young people in the population is around 18,6% (Youth Wiki, p. 7, 2017). Unfortunately, there is no data collection on youth turnout, as the State Election Commission does not record any data on youth participation in elections (Youthwiki).





Furthermore, there are no special provisions for young people in the electoral laws/rules. No legislation aims at facilitating the participation of specific groups of young people and there are no plans at this time to lower the voting age limit (Youth Wiki, p. 55, 2017).

The attitude of young people in Croatia towards politics and social engagements can be described by low participation and a tendency to distance themselves from the so-called “social affairs”. Young people in Croatia are less and less interested in politics: only 10% of them declare a great interest in politics, while at the same time, as many as 54% declare that they have no interest at all (Ilišin & Spajić Vrkaš, p. 101, 2015). In comparison, 38% were completely uninterested in politics in 2004, 49% in 1999, and 24% in 1986 (along with 15% of those who were very interested in that time (Ilišin & Spajić Vrkaš, p. 101, 2015).

Moreover, the same thing happened to young people in other transitional countries: after the establishment of a multi-party and democratic political system, young people became even less interested in politics, and the experience of living in the new circumstances further strengthened their lack of interest. Today, the growth of young people’s lack of interest in politics is indicated by data on party preferences, as the number of those who do not support any political party is 45% (36% in 2004, 31% in 1999) (Ilišin & Spajić Vrkaš, p. 101, 2015). The aforementioned insights are somewhat contradicted by data on youth membership in various organizations and groups (Table 1). In general, the number of young people who are members of an organization, association, or group has increased so that now every second person participates in some type of organization. The most popular are sports associations, and this activity has grown noticeably over the last ten years. In the same period, the number of members of political parties even doubled, which is very intriguing in the context of a general decline in the political interest of young people, for example, their distancing from politics and political parties.




Association, NGO, youth group <u>or</u> political party	1999.	2004.	2013.
1. Sport Club or group	19,9	15,8	23,4
2. Political party	6,8	5,3	10,7
3. NGO	-	-	10,6
4. Cultural or artistic group	13,4	6,5	9,2
5. Youth club	7,5	4,7	7,4
6. Religious association	-	-	5,6
7. Humanitarian NGO	-	-	4,6
8. Syndicate	9,1	4,1	2,6
9. Human rights organization	3,2	0,6	2,3
10. Environmental organization	5,2	2,4	1,9
11. Peacekeeping organization	2,9	0,6	1,5
12. Other NGO	4,8	2,3	1,5
13. Fair Labor association	-	-	1,1
Young people that are not members of any organization or group	-	66,7	46,9

Table 1 – data on youth membership in various organizations and groups; Created by Kalimera for the E4D project, first published in Ilišin & Spajić Vrkaš, p. 101, 2015.

In addition, young people's attitude towards politics is primarily conditioned by their socio-professional status, education achievements and age, and very little by the type of place of residence and social background observed through the families level of education (Ilišin & Spajić Vrkaš, p. 146, 2015). Proactive and critical attitudes depend on social competence, that is, on the level of maturity and education of young people, as well as on situational circumstances, that is, the level of integration into the world of adults (Ilišin & Spajić Vrkaš, p. 146, 2015). In other words, the older youth who have already entered the labor market or are searching for employment, feel more competent in making political judgments and are more ready for political participation. However, students also stand out for their more active civil participation, although they are still preparing to enter the labor market. On the other hand, some students are the most disinterested and the least ready to express their views, and when they do express them, they demonstrate a lack of democratic potential (Ilišin & Spajić Vrkaš, p. 146, 2015).





National youth policy in Croatia falls within the scope of the Ministry for Demography, Family, Youth and Social Policy and is regulated by the Department of youth within this ministry. Even though recognized as a unique field, youth policy is still a shared domain across other ministries, predominately the Ministry of Science and Education and the Ministry of Labour and Pension System. The needs, potentials and possibilities of young people are not defined nor supported by the Law on Youth but by the strategy (The National Youth Strategy) which is considered to be the focal point for youth policy in Croatia. Nevertheless, the only normative act within the youth field is the Law on Youth Advisory Boards which conceptualizes the basic aspects of local youth policy. Youth policy is made through the participatory process of consultation with relevant youth organizations and tends to be supported by evidence produced by scientific research (Youth Wiki, p. 7, 2017).

In conclusion, the results on the active participation of young people in Croatian society are ambivalent. On the one hand, general disinterest in politics is growing and over half of young people do not support any political party. On the other hand, social, volunteer and political activism grew. In this context, the attitude of young people toward political parties is particularly intriguing, because the young people chose membership in the political parties as an available possibility in conceiving a kind of “care strategy”. In other words, a significant minority of young people are active in democratic participation, but not primarily to bring benefits to the local communities, rather than they have strong expectations in the resolution of their personal and existential problems.





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BULGARIA



Introduction

The research presented below is part of a bigger paper called “The Bulgarian youth” and in it information regarding the targeted demographics views on Bulgarian political life. It was made in the years 2018 and 2019 and focuses on people from 14 to 29. It shows interesting and relevant aspects of the current political life in the country. What’s more important however is the fact that it has gathered the honest opinions and feelings of a lot of the people currently living there. This is imperative to better understand what the situation is and how it can be improved. The following graphics are based on detailed interviews and hold information that is still relevant today. The following paragraphs will be organized as such: First, a graph/table from the above-mentioned research, followed by a personal interpretation of the information provided.



The views of youngsters regarding citizenship systems

This graph shows how likely youth is to participate in different political activities. The dark purple lines are people active now and the light purple – those who would do so in the future. The types of participation are as follows:

1. Support in the form of a petition or signature collection
2. Participation in a demonstration
3. Participation in volunteering or citizenship activities
4. Working for a political party
5. Boycott of goods regarding environmental issues
6. Political participation online



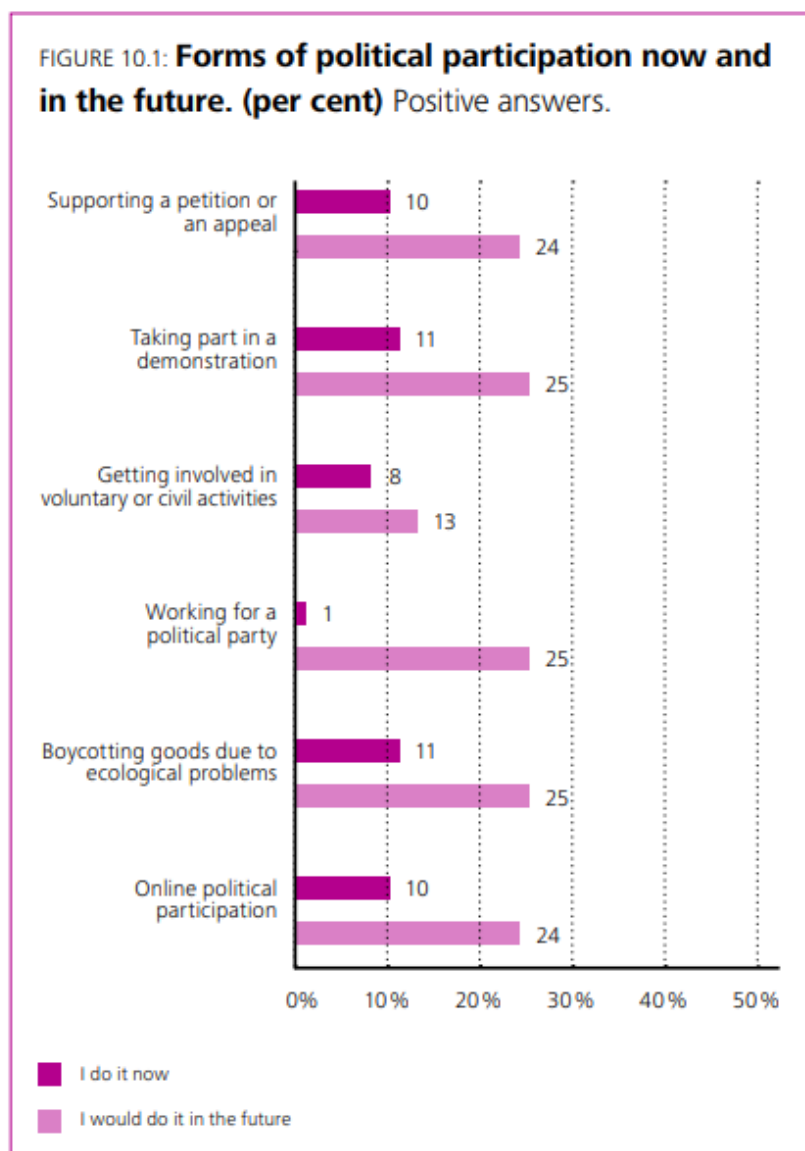


Table 2 – Source: Youth study Bulgaria 2018/2019; www.fes.de/youth-studies/

What can be understood from this graph is the idea that a lot of youngsters would potentially participate, however, they are not highly active at the moment. This social phenomenon can be seen in many other parts of life, especially in the younger generations. The most likely explanation is the views of youngsters regarding citizenship systems i.e. school, work, and bureaucracy. The basic premise is that the current state of the country does not inspire hope in the new generations. Be it the relation between school and work or the living conditions in other countries, most young people believe that their country is not taking care of them accordingly. Moreover, they believe that their opinions and/or activities will not be of much importance on a large scale. As such most youngsters don't see a reason for being active in political life. The following graphs are proof of this statement.



FIGURE 8.3: In your own opinion, in Bulgaria, is school and university education suitable or not suitable for job-seeking and job opportunities, and requirements of employers in general?

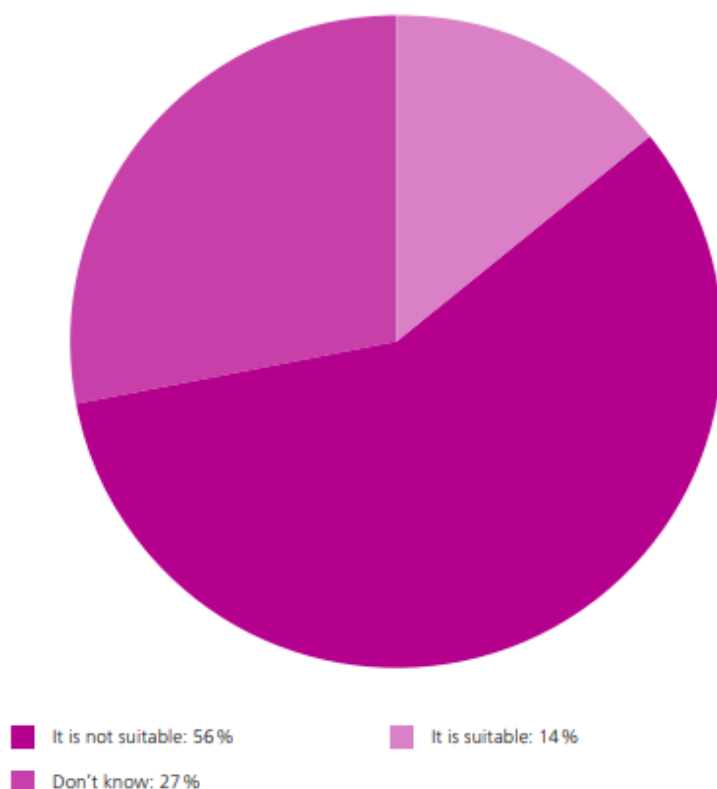


Table 3 – Source: Youth study Bulgaria 2018/2019; www.fes.de/youth-studies/

This graph shows how much school and university education is in accordance with future work requirements. The majority of youngsters (56%) think that education in Bulgaria does not prepare them for work life. The second largest group (27%) doesn't know if it does or does not. The final, smallest part (14%) believe that education and job prospects go hand in hand. This allocation shows why most young people are not extremely involved in formal or non-formal education – they simply do not believe that their participation would have a valid influence on the current situation in the country. This is tightly connected and as such acts as a part of the reason why most young people are not active in the democratic life in Bulgaria. If they have the belief that the efforts they put in themselves in the form of education are of no importance, then why should they strive to improve their policies, given the fact that they can emigrate to a different, more encouraging country.



FIGURE 7.3: What is the main reason why you would move to another country? (per cent)



Base: Those planning to emigrate.

Table 4 - Source: Youth study Bulgaria 2018/2019; www.fes.de/youth-studies/

This is a logical question, the opinions for which are shown in the previous graph.

Here the main reasons for emigration are listed. The top three reasons, which double, triple or more the others are as follows: Improvement of living standards (36%), higher wages (25%) and better education (15%). The fact that a better living situation as a whole is the highest reason behind emigration shows one of the core reasons for limited participation in democratic life from young people in Bulgaria. Changing the quality of life in its entirety is a heavy task for any country, which is why most young people would rather change location than work towards improving the conditions at home. This is further proven by the lack of interest in current political life in Bulgaria, as shown in the next graph.



TABLE 10.1.: **Interest in politics**
Positive answers (per cent)

Answer	2014	2018
Interested in politics in general	N/A	7
Interested in Bulgarian politics (domestic, foreign)	40	14
Interested in EU politics	31	11

Table 5 – Source: Youth study Bulgaria 2018/2019; www.fes.de/youth-studies/

The massive decline in political interest in Bulgaria is a phenomenon that shows the long-term consequence of recent occurring situations in the country. The political socialization of young people in terms of the entirety of politics and its part in the EU has improved massively, partly because of young people's desire to move away. The difference between just 4 years is staggering and proves exactly what people were currently thinking. The overall interest has more than quadrupled in terms of politics as a topic. However, the interest and therefore desire for participation in the country itself has shrunk more than 3 times in size. This does not mean however that there isn't hope. The more positive side of this research is shown in the following graph.



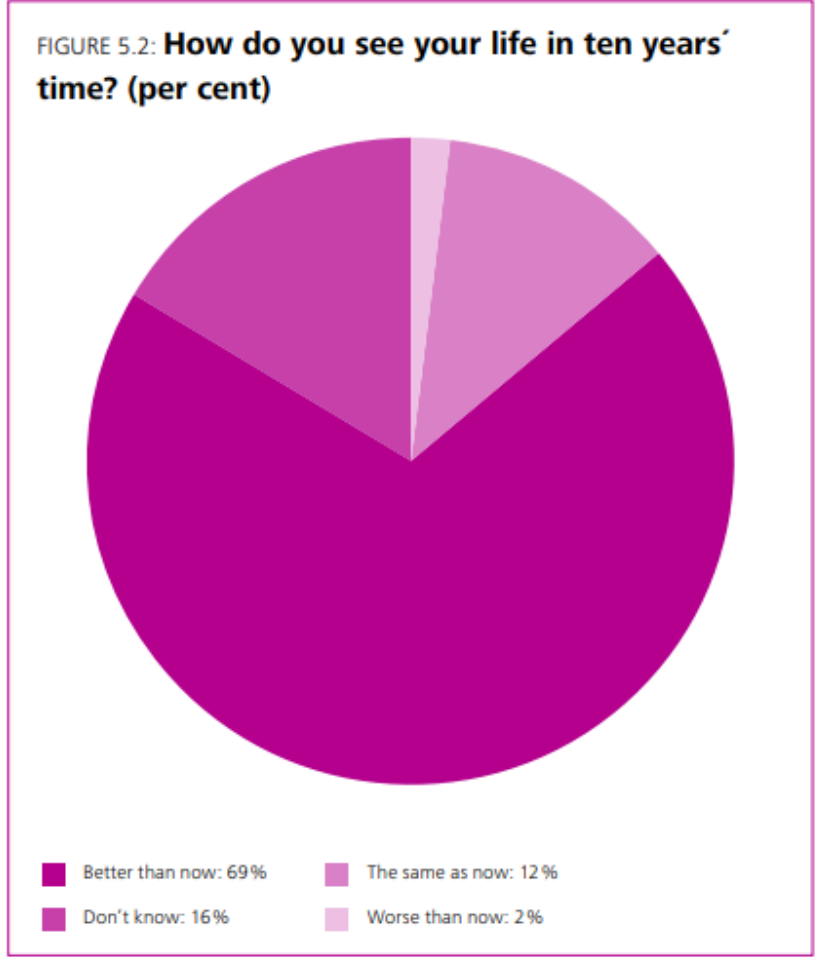


Table 6 – Source: Youth study Bulgaria 2018/2019; www.fes.de/youth-studies/

This graph depicts the positive outlook of young Bulgarians. They have remarkably high scores in terms of good attitude – a resounding 69% see their life improving in the next 10 years as opposed to only 2% seeing it as worse than now. This means that if given the reason to stay in their own country, they can start positively changing most of the landscape including the political one. The simple fact that most young people in Bulgaria are hopeful for the future is reason enough to try and improve the current political and democratic situation. Promoting and learning about active citizenship is one of the best ways to start this positive change. With this in mind, it is vital to provide youngsters with the information, tools, and reasons as to why they can be an active part of the improvement of their personal futures and that of their country.





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ESTONIA



Introduction

Youth participation overall means that young people are participating in decisions that affect them, whether it is at home, school, hometown, municipality, county, country, and also Europe and all over the world. Active participation can be defined as young people making their own decisions and offering solutions, while passive participation can be defined as following the activities offered by society. Youth participation can be put into three categories: Public participation, social participation, and individual participation. In Estonia, youth participation has been developed for nearly ten years. (Estonian Youth Association)



Youth participation in democracy

From the Development plan for the youth sector 2021 - 2035 written by the Ministry of Education and Science, you can see that the topic of youth participation in democracy is a recurring theme. To be more precise one of the strategic goals is that the protection of the rights of young people is consistent and young people are active civic participants. It also says that the goal is to ensure opportunities for young people to participate in representative democracy, which would support voter turnout growth. (Ministry of Education and Science, 2021, 16)

The topic of youth participation in democracy has been a very loud topic in the past years, because the interest in politics has decreased. Young people are less and less interested in politics, because the current politicians do not represent their views and positions.



The head of the European Youth Forum Allan Päll has said in an interview that instead of participating in politics young people choose to take part in activities offered by organizations where self-fulfillment is valued and the material side is left in the background. The interest in political parties and their youth groups is small, because the political parties want to recruit young people who are going to realize themselves in the politics of the respective party or they follow what the politicians of the older generation say. (Noorteagentuur, SA Archimedes, 2014)

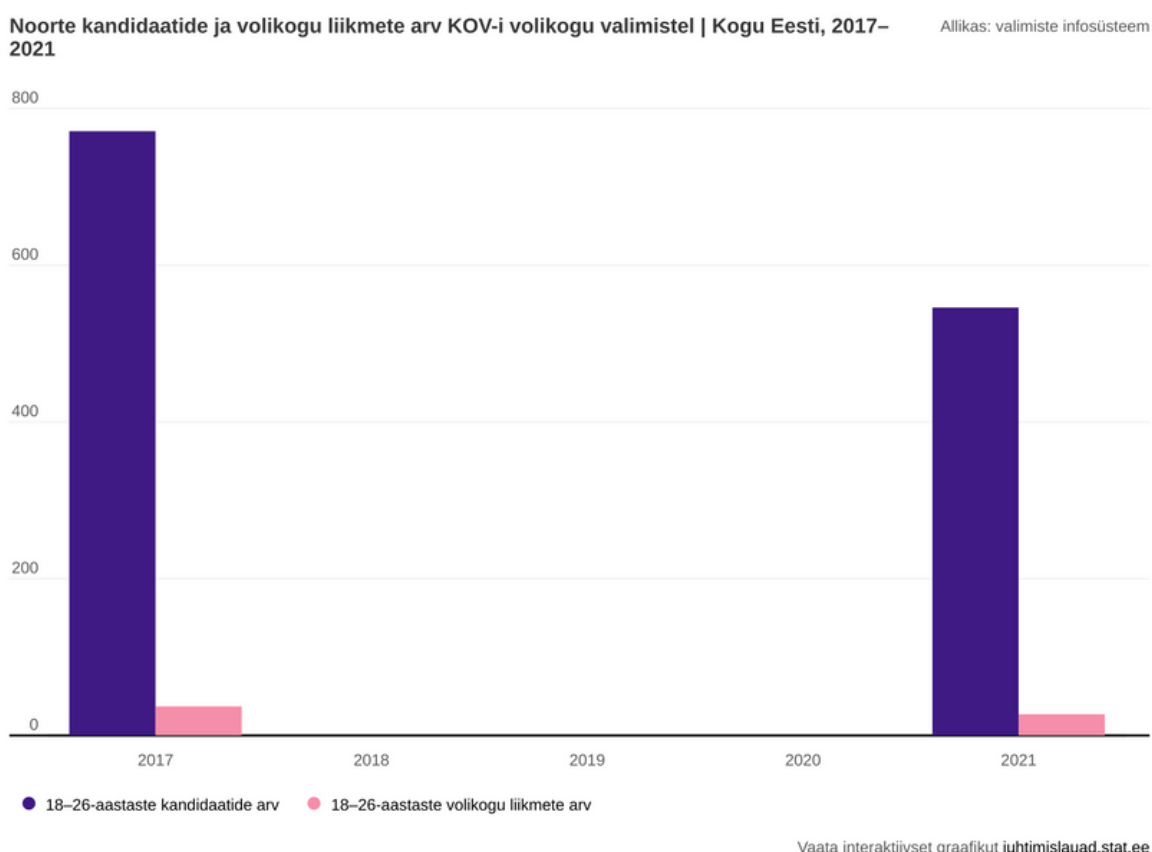
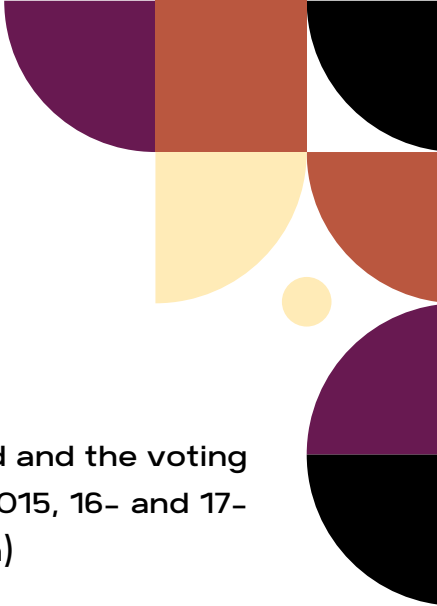


Table 7 – The number of young people in local municipal council elections

From this graph made by the Estonian Statistical Office you can see that the number of young candidates and council members in the local government elections have decreased. When in 2017 there were 771 candidates in the ages of 18–26, in 2021 the number had gone down to 446 candidates. This shows very well how the interest in politics has decreased in four years.





In 2015, the Constitution of the Republic of Estonia was amended and the voting age in the local government elections was lowered. From May 2015, 16- and 17-year-olds could vote in October 2017. (Estonian Youth Association)

The Estonian Youth Association commissioned a study from Kantar EMOR on the topic of youth electoral behavior in the context of the local government elections in 2017. The results of this research show that among the participants of this study (534 participants), 59% of the respondents went to vote. Young people who work full-time or study and work at the same time voted less often. 81% of young people preferred to vote at the polling station. A very interesting fact is that when choosing a candidate, young people based their vote most often on the candidate's personality, his affiliation and previous experiences. (Kantar EMOR, 2018, 7)

Looking at different researches we can say that the democratic participation of youth is decreasing, but it is premature to talk about the explosion of democracy. Data shows that satisfaction drops sharply after several cycles in power, populist parties find it difficult to fulfill their big promises. Younger generations have grown up with an increasingly blurred exposure to non-democratic polity. Roger Tibar, voted youth worker of the year in 2020, says that in order to avoid participation defiance, it is high time to adapt the political decision-making process according to the willingness of young people to participate in it. (Liimets, 2021)



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CHAPTER 2

The gamification methods in education



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SPAIN

Introduction

In the 60s, UNESCO warned about the education changes that will appear in the future, as a result of cultural, social, environmental and technological development. Philip Coombs gave the green light to the objectives document to the **Global Education Crisis** conference (Virginia, USA-1967). There, they wrote that the FE has to be hand in hand with NFE, with educational intent not regulated by education regulations, but more directly linked to the personal experience of the people that we can find in their knowledge.

Most youngsters are drawn to the action, more than reflection. They prefer to do practical things before theory.



Is the NFE useful in today's Spanish society?

Nowadays, the Spanish outlook is clear that young people have problems accessing their first job and maintaining it.

Blázquez has evidenced that young's working market integration depends on educational level and area, as well as the local unemployment rate. Nevertheless, to ensure that people can have higher competences, it requires ability systems redesign, recognising NF youth and adult learning.



These days, success doesn't come from the hand of an academic degree, not in an exclusive way. The individual competencies and efficient use have made progress and comfort, which causes with the new demands derived from the knowledge society, and its echo in the main political and institutional instances, the main concern related to the transition to the world of work begins to be that of provide young people with the labor system skills and competences.

By this means of involvement and learning, often more satisfying in socio-emotional terms, there is nothing to see but a complementary framework, in no way contradictory, to the more formally installed in the academic tradition, benefiting a pragmatic sense of competences and even, with the due license, of the 'capabilities' in the brilliant perspective of Martha Nussbaum, because not we would be talking only about internal skills but "also including the freedoms or opportunities created by the combination of those personal faculties and the political, social and economic environment, generating development of cultural capital with the potential of employability.

It should be taken into account, from a level of responsibility in the management of educational systems, especially at the secondary and superior, that well-planned and articulated mobility can mean for youth a capital accumulation strategy, which is not exhausted in academics and that opens expectations of success in their careers, given the attention paid to such provisions not, a few agencies of society civilians in Europe and other latitudes of the planet. The life experience that many young people manifest as their main **leitmotiv** in this field goes beyond the desire to learn in other contexts, or to advance in the mastery of other languages, to cover also the assumption of risks and challenges in a global world that values a 'habitus' of trust and individual autonomy outside of protection or family comfort zone. In this regard, it is of paramount importance to reduce the fear that youth mobility simply reproduces the privilege of the more affluent social strata. Hence the transcendental role of public policies in the care of equity, which so much affects citizenship.



The gamification key points

Foncubierta and Rodríguez (2014: 02) point out that the incorporation of elements of the game "is aimed at solving problems such as dispersion, inactivity, not comprehension or the feeling of difficulty through the act of involving the student (engage)". And it is that, from my point of view, the benefits of the activity gamified can be many, since the fact of "camouflaging" learning in the game provides students with a relaxed atmosphere in which there is no fear of make mistakes, but the possibility of achieving goals, having some control over your learning and being part of something. Besides, with these game elements, participants spend more time on the activity and get more involved in it.



Muntean (2011) states that by using gamification in e-learning we expect to reach a more efficient and implicative learning behavior. to change or lead to a concrete behavior on the part of the students, they need to be motivated and, at the same time, have the skills to rise to the challenges.



Another of the key points that I have already mentioned before and that Simões shows us et al. (2013) is the ability of gamification to motivate students and provide teaching a more attractive character. One of its advantages is that it incorporates what matters from the world of video games without using any specific game and in turn increasing the level of involvement of the students. This means that it extracts the elements of the game that make it fun, adapts, and applies them in the teaching process.



Foncubierta and Rodríguez (2014) talk about the importance of technology in gamification and how it favors training processes. As the first indication of the influence of technology in this field, we have the semantics of the word "gamification" which, as I said before, indicates the direct relationship of this area with that of video games. Moreover, they ensure that gamification allows them to expand the spaces for learning and take them out of the classroom.





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By this, we mean that students can work on their second language anytime, anywhere as long as there is internet access. In second place, the digital format is familiar and intuitive to students, since they use it in their daily life in other areas outside of didactics. In this respect, the teacher must take into account what content is going to be included and how he is going to design the activity to be accessible from any mobile device. Finally, in the context of gamification, highlight the role of technology as a way of automating the processes to implement the elements of the game, such as control point allocation, leaderboards, or level changes.

The pedagogical background of gamification

Some authors talk about the affective factors that can be stimulated through gamification:

- **Positive dependency:** challenges or challenges. The game is a key element for developing interaction and social skills. Through challenges and challenges we make learning a cooperative and/or participatory experience, which helps us to generate the desire to learn.
- **Curiosity and experiential learning:** storytelling. The expectation allows us to focus attention, which leads us to obtain knowledge. To arouse curiosity in students we can use resolutions of enigmas, information gaps, narratives and spaces based on imagination. The latter, as well as fantasy and pretense, help students navigate the boredom and fear of modesty to communicate in another language and to be more creative.
- **Self-image protection and motivation:** avatar. The feeling of vulnerability is very common when it comes to learning, especially in the case of a second language, and if we protect our own image with an avatar we can avoid it and strengthen our self-esteem. Some activities allow, for example, the creation and design of your avatar or the assignment of a character.



- **Sense of competition:** scores and results tables. The tables of classification or rankings allow the student to be aware of the progress of his own learning and know at what stage of it you are. They should always promote healthy competition and provide the student with information or feedback on strengths and weaknesses in their learning.
- **Autonomy:** progress bars and achievements. The creation of an imaginary world is linked to the incorporation of a control structure based on norms that regulate our behavior, which in the classroom means providing the activity with an origin, purpose, and direction. This, together with a certain margin to take initiative, promotes self-confidence and autonomy. Some items we can use to achieve this objective are the progress bars, the badges, and the goods virtual.
- **Error tolerance:** game thinking and immediate feedback. It is important to get students to understand that error is a natural part of learning and that therefore they do not have to be afraid of being wrong or of not being able to meet expectations, both their own and external ones. With the activity gamified we managed to create a world of contradictions that accepts the error and with the feedback we turn the failure into something useful for our progress.

From our point of view, this methodology is based on a few very simple steps and offers many variants and possibilities when applying it in the classroom. And all this achievement involves our students, making them feel comfortable and motivated during the development of their learning process.

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CROATIA

Introduction

The “Millenials” and the “Z” generation of children, students, and youth are surrounded by fast growth and development of technology. They become familiar with the use of laptops, computers, tablets, and mobile phones in early childhood. More importantly, most of their time spent on these devices is reserved for playing video games. Therefore, it is easy to conclude that for the younger generations, the natural surrounding is frequent or even constant use of technology (Medica Ružić, Dumančić, p. 199, 2015). From that perspective, gamification is a chance to increase the interest of children, students, and youth, their motivation, connection and empowering their communication and sharing within the educational system, in their natural environment (Medica Ružić, Dumančić, p. 199, 2015).



Is the NFE useful in today's Croatian society?

Over the past decade, there has been a shift from traditional teacher-centric learning methods to what is sometimes referred to as learner-centered approaches to education. Whereas traditional approaches to education involve "the passive transfer of knowledge from the instructor to the student" (McGuire & Gubbins, p.1, 2010), in learner-centered approaches to education, "students are expected to become aware of and evaluate their own experience (...) where the instructor is no longer an oracle, but a guide who participates in learning" (McGuire & Gubbins, p.1, 2010).



This contemporary approach to learning methods is usually more technologically-based and involves the use of interactive strategies that aim to motivate students to actively engage and participate in their learning process (Erasmus+ CodER Module, p. 5, 2022). Therefore, educational professionals, as well as sustainable development experts, have to follow the trend or they will fall behind. This in turn will create an inefficient learning/teaching experience (Medica Ružić, Dumančić, p. 203, 2015).

Unfortunately, the public educational institutions in Croatia are falling behind when it comes to the implementation of gamification methods in formal and non-formal learning.

Considering the main topic of this project, at this point, in Croatia, there is no national strategy that has as its sole objective the development of the social and civic competencies of Croatian youth (Youth Wiki, p. 61, 2017). In 2010 with the adoption of the National Curriculum Framework citizenship education was defined as a separate educational area, it created preconditions for the development of a new citizenship education curriculum. In this process, a Curriculum for Citizenship Education was developed and the Ministry of Science, Education and Sports endorsed its experimental implementation in the year 2012. The development of students' citizenship competencies was foreseen by the Curriculum via six structural dimensions: the human rights dimension, the political, social, (inter)cultural, environmental and economic dimensions. After the pilot version of the curriculum, despite positive evaluation, an interdisciplinary and cross-curricular model which diverges from the tested one was introduced in schools (Youth Wiki, p. 61-62, 2017). Since 2014 in Croatia there is the Programme of Cross-curricular and Interdisciplinary Contents of Citizenship Education for Elementary and Secondary Schools.

With the adoption of the Cross-curricular and Interdisciplinary Civic and Citizenship Education Programme "civic and citizenship education is introduced cross-curricular so that education could contribute to the full development of civic competency in students. However, numerous studies, papers and international comparisons, clearly state the inefficiency, ineffectiveness and inadequacy of the existing programme.



Education programs offered by NGO's

CHECK
ANSWERS

On the other hand, there are number of civil society organizations conducting various education programs intended for enchasing youth participation. Civil society organizations therefore provide educational activities, produce different didactic material and offer a platform for civic engagement practice (Youth Wiki, 2017, p. 62). There are several structured programmes aimed towards young people covering different perspectives of youth participation field, and most of them are funded via the Erasmus+ programme.



A good practice example of using the gamification method in youth work can be presented in the work of Nezavisna udruga mladih from Lepoglava, Croatia. This NGO is dedicated to include new digital and creative solutions in order to motivate young people to participate in the local communities. They have successfully developed and implemented the Erasmus+ training course for the youth workers, where they taught the participants from the seven EU countries how to create the board games on the topic of the promotion of active citizenship and European values. However, although they used gamification methods in their project, they were mostly concentrated on creating a physical product. Another NGO was dedicated to following the gamification method in the development of the offline Erasmus+ project's results. Odred izviđača pomoraca Posejdon from Croatia was a partner organization on an Erasmus+ KA2 project "Borderline boardgames" (2014–2016). The main purpose of this project was to overcome the needs for a practical and enjoyable way of education in economic literacy, due to the economical crisis that Europe was passing, and the resolution of conflicts (that also occur due to difficulties that youngsters face) (<https://borderlineboardgames.wordpress.com>).





After an analysis of the available tool already existing, the consortium has concluded that all of them are: not accessible, attractive, or effective for their particular target groups; while increasingly online tools are being developed, they felt that it is not enough to work on digital competence, but meanwhile also is needed to create and use concrete instruments that do not deprive an increasing group of young people without a (regular) access to the internet, knowing that also digital illiteracy is increasing with our young people; too much formatted within formal education.

Development of project's instruments in attractive and touchable materials, was their conscious choice, in order to increase access to these learning and empowerment opportunities. The main topics that were conducted during and after the project were about economic literacy, conflict resolution, employability, non-formal education, and practical tools of education. Last, but not least, when it comes to the use of gamification methods in non-formal education in Croatia, we would like to share an example of another Erasmus+ KA2 project under the anacronym "CodER".

The CodER project is currently ongoing, however, through this project, youth workers and organizations will be equipped with new skills and innovative methods to attract young people, and especially young women, in tech-oriented pathways by materializing knowledge on coding and microcontrollers through the innovative method of Escape Rooms (ERs) for youth workers and organizations to educate young people and increase their interest and engagement towards occupations that are tech-oriented. The project's main result is the development of a digital Escape Room Generator that will be available online and teachers, trainers, and youth workers will be able to easily create their own digital Escape Rooms on various topics.



In conclusion, new generations of youth are actually the generations of video game players who spent a lot of their time on video games. These generations are called "Millennial" and "Z" generations. They have been surrounded by fast everyday prosperity and the development of information and communication technologies. From that perspective, gamification is the opportunity to increase the interest in children, students and youth, as well as to motivate them, connect and empower their communication and sharing. However, when it comes to formal education in Croatia, the gamification method still hasn't been recognizable and widely used. The only initiatives which strive to use the new, innovative and digital non-formal education methods in youth work are coming from non-governmental organizations in Croatia.

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BULGARIA

Introduction

In the following research paper, we will be sharing some of the gamification methods and organizations which can be found in the non-formal education sector in Bulgaria. The goal for this is to share some of the tools which are already in use in the country and have achieved greatly positive results with Bulgaria's youth. These are just some of the successful practices which can be found in the different corners of our educational system but are enough to prove that progressive methods and tools are reaping great rewards in making young people more curious, focused and with a greater desire to learn even more.



Is the NFE useful in today's Bulgarian society?

There was research carried out a few years ago to get the teachers' perspective on using games as a method for schooling. Their opinions are still valid today. The majority of teachers (around 80%) use educational games that have already been developed. Roughly half of the total number also adapt them to their specific need and about 38% of the total teachers asked have made an educational game themselves. That being said, most of the educators shared that the process of creating their own game is a daunting one – the reasons being the lack of time and skills required.





Almost all of the people interviewed are educated above average regarding technology and its uses, however only a third of them believe they know to create a simple educational game. Out of everyone interviewed only 5.5% have never used games as an educational tool, with the main reason being the lack of resources. Those who have educationally used games share that the main sources they have for finding these games are specialized websites, professional groups, and blogs as well as some physical games. Here are some of the ways educators in Bulgaria have used gamification as a method of teaching.

- **A platform called “Cube.bg”**

This is one of the biggest Bulgarian online platforms for education. It gives teachers, students, and administrators opportunities to make the process of learning easier. Different kinds of interactive tools, tests, and educational activities make integrating all sorts of knowledge easy and organized. There is an online digital classroom tool as well as tools for making an exclusive individual learning program. Data and progress tracking tools are also a part of this platform as well as some which deal with content creation, delivery, and management. There are three types of profiles – teacher, student, and administrator – and each has its uses. Students can be organized in groups or individually, each one has access to specific content as well as their own progress bar, list of future lessons, notes section, and others. There are automatic evaluation tools, an archive for past content and results as well as a communication section. The whole platform is based on different gamification methods such as gathering of points, earning methods, team-ups, etc. Overall this is one of the biggest and most developed online bulgarian education platforms.



- **A festival called “(im)Possible education”**

This festival occurs annually in different cities in Bulgaria for the past 5 years. It lasts for at least two days and has many different aspects. There are movie showings of documentaries both for kids and adults, most often organized outside in nature. The broadest theme of the movies is education, however each motion picture focuses on a different aspect of it. After the showing of the movie itself has finished there are discussions among the participants on the topic shown, and if the movie is bulgarian, there are often Q&A sessions with the director. Other activities are the many workshops held both for teachers and students. The topic which is mostly focused on in the teacher workshops is the exchange of good practices of alternative and innovative forms of education. For the students' workshops, it is the presentation of these methods and how they can be implemented for the best use. In one of the editions of the festival, there was a specific workshop dedicated to exploring the meaning and value of games as a form of learning. It was held by two workers in the Center for democratic learning and it was a great success. The workshop focused not only on students, but educators and adults as a whole and each individual's role in implementing games as a source of information for democracy.



- **A online children's library called “КНИГОВИЩЕ/Bookish”**

This is the only library game platform for kids of its kind in Bulgaria. It has a massive library of books for children as well as a news section, however, at its core, it's actually a game. Each book, article, news section, fairytale or educational document, or creative writing has questions following it, the answers of which grant a certain amount of points. The value of each question is based on the complex level and length of the text itself. Gathering a certain number of points levels up the account and allows for the score to be shared with those of other people. Individuals, classes, schools, or even entire cities can have accounts on this platform and in 2020 there was a national reading competition which was made through it.





The news section shares current information about what is happening in the world but is written in a way that is interesting for children. It has different topics dedicated to science, culture, art, sport, and more. In the interactive sector, there are two parts – one is score related. In it individual scores can be shared, those of friends can be seen and there is also an info-graph about scores in general separated by age. The second part is an online questionnaire where children can ask for further information on the topics they're most curious about.

- **The library game at New Bulgarian University**

The library at the NBU university was a part of a project for the integration of games. This was an unconventional idea that turned out to be a greatly positive methodology. A mobile app and game content had been created by foreigners and some of the participants of the project here remade it to fit the language and specific conditions. The basic goal is to create a connection between the library and the students. The Bulgarian team's chosen major was financial law, for which they integrated specific quests, topics, etc. The game itself was separated into four modules. The first one is a base setting phase – searching for keywords, app usage, communication between librarians and students, etc. the second one – is a research activity on the specifics of financial law in the library's archives. The third module is a questionnaire about the school library as a whole and a task for working there in small groups on a specific topic. The final phase is giving feedback regarding the usage of the library, the amount of information that can be found there, the enjoyment of spending time there, etc. The whole process is carried out through the app, which stores each individual's answers. Following this gamification process, the library improved considerably and some students started spending more time there.

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ESTONIA

Introduction

Estonian Education and Youth Board made a research paper about gamification and gamification methods. They explain that gamification is the application of game elements and game-specific emotions in a non-game environment. Using gamification methods has been a growing trend in Estonia these past 10 years. It is getting more difficult to get the attention of youngsters using the traditional ways of teaching, so gamification is a way of engaging students and increasing their interest in a subject's content and overall learning activities. (Estonian Education and Youth Board, 2020)



Is the NFE useful in today's Estonian society?

There is a research paper about using gamification methods in secondary schools in Estonia. In 2017, there was an online survey sent to all Estonian public schools. In total, there were more than 1800 logins, but only 978 teachers filled in the survey completely. The invitation letter that was sent to the teachers asked them to give their honest answers regarding use of games in schools. It didn't matter if they used games themselves or not. (Jesmin; Ley, 2020, 4)





The results of the research questions showed that a total of 93,8% of respondents have used games in their classes, 2,1% used them rarely and only 4,2% of respondents claimed not to use games in their lessons at all. The research also showed that only 20,7% of teachers use games at least once a day, 41,1% at least once a week, 22,6% use them once a month and 5,3% use them rarely or not at all. Interesting fact is that we can see a decrease of using games as the age of youth goes up. (Jesmin; Ley, 2020, 5-6)

We can see that most of the teachers agree that games can be used for education, but in the research paper we can see that still a lot of teachers use it as a way of rewarding and entertainment. Educational games are developed rapidly, but teachers still prefer to use them in an entertaining way. The research shows that games are used, but there is still a lot of irregularity and lack of knowledge. Teachers themselves are not very familiar with using serious games with a specific aim and this shows that there is a gap between educational games developers and teachers using the actual practices. Many schools in Estonia are employing educational technologists, whose job is to support the teachers in technology use in the teaching process. They also have the knowledge of pedagogical application to these games. (Jesmin; Ley, 2020, 12-13)

In youth work you can see a lot of use of gamification methods as a way of educating youngsters on a certain topic. Youth centers have started to turn their focus on the world of video games. For example, North Tallinn Youth Center has been holding esports games competitions. You can play video games together either in a youth center or with a team over the web. Using video games can be a way of practicing teamwork and mutual communication. (Estonian Education and Youth Board, 2020)

During Corona it was very common to play different types of games online, where you could use a multiplayer setting. For example, the Viimsi Youth Center held events online, where youth workers would play online games with the youngsters. It was a way of getting to communicate with them, seeing how they are holding on during those difficult times and it was also a way for youngsters to play together and feel connected.



One of the most popular games that was played during that time was "<https://skribbl.io/>". It is a multiplayer drawing and guessing game, where one game consists of a few rounds, in which every player has to draw their chosen word and others have to guess to gain points. The person with the most points at the end of the game, will be the winner.

There is a very good example of using gamification methods in education, where a group of youngsters from Paide High School decided to put together escape rooms for their secondary school research paper. They called it Wittenstein's Escape Room, which is an interactive team game where the player's task is to escape from closed rooms, using different clues and puzzles. This escape room is located in an old hospital and all the rooms are related to medical teams. By making this escape room they wanted to create an entertainment facility in Järvamaa, where they could come with a group of friends and test their teamwork skills. These escape rooms were the first ones in Järva county and everyone was very excited and interested in it. (Foundation Järvamaa, 2021)

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CHAPTER 3

Good practices examples



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1. Project “European Youth United”

Project number: 2018-1-ES02-KA347-011181

Duration of the project: 01.09.2018. – 30.04.2019.

Topics: EU Citizenship, EU Awareness and Democracy; Youth (Participation, Youth Work, Youth Policy); Inclusion – Equity

Coordinator of the project: Alianza Mundial de la Juventud España

Partners:

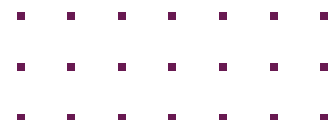
- BRINGING EUROPEANS TOGETHER ASSOCIATION-ITALIA, Italy
- SVJETSKI SAVEZ MLADIH HRVATSKA, Croatia
- Uniwersytet Papieski Jana Pawła II w Krakowie, Poland
- World Youth Alliance Austria – Jugendhilfe Verein, Austria
- WORLD YOUTH ALLIANCE EUROPE, Belgium

Project objectives:

The main objectives of the project European Youth United are:

- Empower 40 young people to cooperate with decision-makers during the process of drafting a new EU Youth Strategy
- Involve 40 young people in the implementation of the future EU strategy, including those whose voice is not heard because of social exclusion
- To develop 1 policy paper with objectives for a new EU Youth Strategy, that will be delivered to all relevant youth decision-makers at the national and European levels and will be narrowed down to support the Structured Dialogue process
- Encourage 10 decision-makers for more frequent contact with the young people where they can discuss issues that concern them.

SPAIN



1. Project “European Youth United”

Project results: This project gathered 40 youth – participants at the conference, members of the youth councils, members of the working groups for new national youth programs, and EU Youth Strategy and decision-makers on the national and EU levels. Activities that were implemented are the following: Conference opening; Meet the project and methodology; Round table with decision makers: Youth leaders today; Simulation of the work of EU institutions: Visiting the office of the EU Commission and EP in Spain; Consultations with decision makers: Importance of intercultural dialogue while making new EU Youth strategy; Evaluation and reflection activities; Drafting the policy paper: Youth leaders united for the new EU Youth strategy_part 1 and 2; Panel discussion with decision makers: objectives for new EU Youth Strategy, from the perspective of social inclusion; Consultations with decision makers: plan of policy paper dissemination; Final evaluation, reflection activities and closure of the conference.

Web page: <https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-ES02-KA347-011181>



SPAIN



2. Project “Digital Mentoring for Youth Employment”

Project number: 2017-3-ES02-KA105-010597

Duration of the project: 01.02.2018. – 30.06.2018.

Topics: Labour Market Issues Incl. Career Guidance / Youth Unemployment; EU Citizenship, EU Awareness, and Democracy; ICT – New Technologies – Digital Competences.

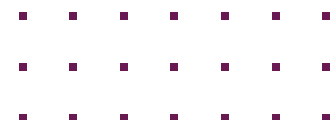
Coordinator of the project: Associació Empresarial L'alqueria Projectes Educatius from Spain is an association of secondary school teachers, vocational training teachers, and trainers of various disciplines that focuses its activity on the field of education, training, and cultural promotion in the European environment.

Partners:

- Alphabet Formation, Belgium
- APPIS- Associação Paredes pela Inclusão Social, Portugal
- Asociatia Dialoguri Europene, Romania
- CULTURA E DINTORNI, Italy
- FilmWorks Trust, United Kingdom
- PENTHESILEIA, Greece

Project objectives: The aim of the project Digital Mentoring for Youth employment is to promote youth employment through effective and appropriate use of digital tools, especially social media.

SPAIN



2. Project “Digital Mentoring for Youth Employment”

Project results: The outputs and results of the project aimed at contributing to the new scenario, which would certainly emerge after the recovery from the present crisis, as it refers to structural changes due to many factors, including demographic change, technology advancements, a new form of productions, emerging economies in the world, which require a stronger European single market to compete, taking stock of local resources and potential, and redesigning them for smart, sustainable and inclusive growth. The Digital Mentors model had an impact on local, regional, and supranational levels by tackling the whole value chain of services working on human capital and economic actors, offering solutions that are tailored to meet the ICT demands of the local levels, but are aligned at a higher level, developing, through the partners, EU wide applicable solutions and standards.

Web page: <https://dimeye.weebly.com/#>



SPAIN



3. Project “Move in Action”

Project number: 2020-1-ES02-KA105-014735

Duration of the project: 01.06.2020. – 31.12.2022.

Topics: Youth (Participation, Youth Work, Youth Policy); Inclusion – Equity; EU Citizenship, EU Awareness, and Democracy

Coordinator of the project: EuroMuevete

Partners:

- "H2O"–Associação de Jovens de Arrouquelas, Portugal
- ASOCIATIA GEYC, Romania
- ASSOCIAZIONE SIKANIE, Italy
- Gyermek–Mosoly Gyermek és Ifjúsági Egyesület, Hungary
- Ready for action!, Latvia

Project objectives: The Project will be based on the development of communication skills, cooperation, dealing with prejudices and differences with own power and responsibilities, opening themselves and showing acceptable faces, and working in a group. During the project time, the participants will not only be given a chance for intercultural dialogue but mainly trained to become more confident, percussive, and successful. They will apply practice inclusion, tolerance, acceptance, and mutual understanding in the multicultural created learning environment. It will be crucial for the awareness and increasing the potential and the personal development of our local communities.

Project results: Results for this project are not yet available. They might become available after the project's end date.

Web page: <https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-ES02-KA105-014735>

SPAIN



4. Project “An inclusive view towards youth participation”

Project number: 2017-3-ES02-KA105-010295

Duration of the project: 01.01.2018. – 31.05.2018.

Topics: Youth (Participation, Youth Work, Youth Policy); Inclusion – Equity; EU Citizenship, EU Awareness and Democracy

Coordinator of the project: ASOCIACIÓN EUROPA 2020

Partners:

- A.D.E.L. - ASSOCIATION FOR DEVELOPMENT, EDUCATION, AND LABOUR, Slovakia
- ASSOCIACAO CHECK-IN - COOPERACAO E DESENVOLVIMENTO, Portugal
- ASSOCIAZIONE CULTURALE STRAUSS, Italy
- EUROCIRCLE ASSOCIATION, France
- NEOI ELLADOS SE EYROPAIKI DRASI, Greece
- Sprijin si Dezvoltare, Romania
- Udruga Zmergo, Croatia
- Viimsi Vallavalitsus, Estonia

Project objectives: With the implementation of this project, we wanted to achieve results on good practices in this field that could be useful to all the participants at a professional level, but also to any organization that might be interested in the subject.

In this seminar, youth workers from different organizations shared experiences, methodologies, concerns, and good practices about the youth participation of young people with fewer opportunities.

SPAIN



4. Project “An inclusive view towards youth participation”

Project objectives:

That is why, at a general level, we set the following objectives:

- Achieve the inclusion of young people with fewer opportunities in the field of youth participation
- Improve the key skills of young people with fewer opportunities
- Promote the active participation of these young people in democratic life
- Build a solid cooperation network
- Improve the quality of youth work with young people with fewer opportunities

Project results: The total number of participants for the seminar was 18 youth workers with previous experience in working with young people with fewer opportunities. And they felt great interest to know more about this subject and learn new methodologies and ways of working with young people with fewer opportunities.

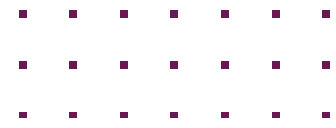
The methodology for all the activities has been: teamwork, group discussion, creative activities, problem-solving, visits, reflection, oral and multimedia presentations, evaluations, informal, education, and intercultural dialogue ...

The specific results derived from the project have been the following:

- Good practice guide
- Specific results obtained from each activity
- Planning of future Erasmus + projects
- Audiovisual material derived from the activity

Web page: <https://erasmus-plus.ec.europa.eu/projects/search/details/2017-3-ES02-KA105-010295>

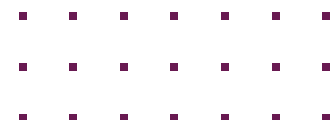
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- <https://erasmus-plus.ec.europa.eu/projects/search/details/2017-3-ESO2-KA105-O10597> (last visit, 21.11.2022.)
- <https://dimeye.weebly.com/> (last visit, 21.11.2022.)
- <https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-ESO2-KA105-O14735> (last visit, 21.11.2022.)
- <https://erasmus-plus.ec.europa.eu/projects/search/details/2017-3-ESO2-KA105-O10295> (last visit, 21.11.2022.)

CROATIA



1. Project “Europe Meets the World”

Project number: 2019-2-HR01-KA105-061092

Duration of the project: 01.08.2019. – 31.05.2020.

Topics: EU Citizenship, EU awareness and Democracy; Gender equality / equal opportunities; Civic engagement / responsible citizenship.

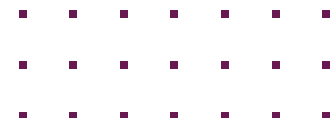
Coordinator of the project: NGO Platypus

Partners:

- ASSOCIATION FOR SUSTAINABLE DEVELOPMENT SFERA MACEDONIA BITOLA, North Macedonia
- ASSOCIAZIONE CONNECTING EUROPE, Italy
- Collippo – Associação Juvenil, Portugal
- Copenhagen Vibration, Denmark
- SFERA Srbija, Serbia

Project objectives: This project aims to develop interest and appreciation for European values and integration among young people. They will learn about Europe by comparing it with the rest of the world. By analyzing other parts of the world, which have more marginalized groups and higher rates of poverty and inequality, they will learn that low-income inequalities and strong human rights in Europe are good not just for the poor and the marginalized but for the whole society. These societies provide more opportunities and better quality of life for the rich and for the middle classes. Participants will also discuss the tough question of whether there are objective measures to compare the success of European culture vs other cultures. They will learn that most “objective measures” put Europe at the top.

CROATIA



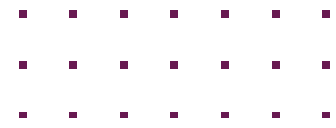
1. Project “Europe Meets the World”

Project results: The main goal of the project was to develop new competencies for the participants and to improve the sense of pride about being European, as well as interest in supporting European values and European integration projects among young people. Young people became more knowledgeable about world events and connected with the events in Europe, their countries and their local communities. They learned about the marginalization of women and other weaker groups in other parts of the world and reflected on how the position of women and minorities is in their societies. They searched for reasons why Europe is doing better in human rights issues than the rest of the world.

Web page: <http://platypus.hr/index.php/europe-meets-the-world/>



CROATIA



2. Project “ActiveOpoly”

Project number: 2019-1-HR01-KA105-060371

Duration of the project: 01.06.2019. – 31.01.2020.

Topics: EU Citizenship, EU awareness and Democracy; New innovative curricula/educational methods/development of training courses; Civic engagement / responsible citizenship.

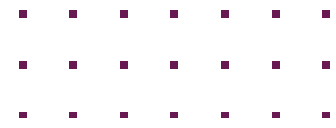
Coordinator of the project: NGO NEZAVISNA UDRUGA MLADIH

Partners:

- ASOCIATIA GEYC, Romania
- BACKSLASH, Spain
- Europejskie Forum Mlodziyzy "FRATERNITAS", Poland
- L'Arca del Blues, Italy
- MTU EESTI AVATUD NOORTEKESKUSTE UHENDUS, Estonia
- PRISMS, Malta
- System&G Finland Ry, Finland

Project objectives: We did research among some of the youth workers of the partner organizations and we found out that several youth workers feel that they need new tools that they can make use of to make their youth work more interesting, more inclusive, and more interactive. Thus, the main aim of this project was to equip participants with knowledge on how to create new tools that they can make use of in their youth work. The focus was on making use of board games as a tool. However, the knowledge gained can be used for creating different tools for different topics.

CROATIA



2. Project “ActiveOpoly”

Project objectives: As board games can be used as a tool on different subjects, we decided to tackle the subject of active citizenship to increase the level of competencies and skills of young people and raise awareness about European citizenship. Thus, an objective of this training was to encourage the active participation of young people in socio-political democratic life on local, national, and European level.

Project results: The goal of the project was to learn and strengthen the skills of youth workers by creating new tools, with a special emphasis on the use of board games as one of the tools. The mobility of youth workers took place in Šibenik from November 23rd until December 1st 2019, where the participants, to improve their work with young people, learned new methods of working with young people and how to motivate young people to be active citizens. Also, new social games were created that will be used by partner organizations in their further work.

Web page: <https://num.hr/portfolio-item/activeopoly/>



CROATIA



3. Project “Small step for a film, a big one for European citizenship”

Project number: 2017-1-HR01-KA219-O35374

Duration of the project: 01.09.2017. – 31.08.2019.

Topics: ICT – new technologies – digital competencies; New innovative curricula/educational methods/development of training courses; EU Citizenship, EU awareness and Democracy.

Coordinator of the project: Primary School Sveti Petar Orehovec

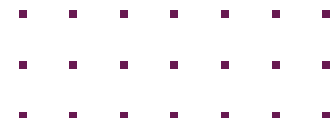
Partners:

- IES AZUER, Spain
- ISTITUTO COMPRENSIVO SAVIO – MONTALCINI, Italy
- Zespol Szkol im.ks.Pralata Stanislawia Sudola w Dzikowcu, Poland

Project objectives: The partnership was based on the mutual attitude that films produced in schools were a resource not used enough in class and were mostly invisible after showcases at festivals or contests. The partners were connected through the idea of creating their own media content, especially film, as a great method of developing media literacy. We all agreed that media literacy was closely related to active engagement in democratic life, to citizenship and the ability to exercise judgment critically and independently as well as to reflect on one's own actions, and could thereby enhance young people's resilience in the face of extremist messages and disinformation.

Our goal was to encourage our schools to use the method of creating films as a successful teaching tool at school. We worked on popularizing it and showing both teachers and students how effective it could be, especially in Civic Education classes.

CROATIA



3. Project “Small step for a film, a big one for European citizenship”

Project results:

- 8 films on topic from civic education produced by students from our schools
- International repository of films on the subject of civic education (the Repository contains films made during this project and also films from other schools in partner countries)
- 17 workshops (in the form of e-book) appropriate for use in civic education
- Film festival - during which we presented films made in this project and films from other schools in our countries
- Project blog

Web page: <https://smallstepforafilm.wordpress.com/>



CROATIA



4. Project “Back to the Future”

Project number: 2019-1-HR01-KA101-O60306

Duration of the project: 01.06.2019. – 31.05.2022.

Topics: EU Citizenship, EU awareness and Democracy; ICT – new technologies – digital competencies; New innovative curricula / educational methods / development of training courses

Coordinator of the project: Primary School Trnsko

Partners: N/A, the project was applied under the KA1 Learning Mobility of Individuals/School education staff mobility

Project objectives:

By implementing the project, we wanted to achieve the following goals:

- 1) MODERNIZATION: acquisition and use of new methods, use of new technology, getting to know European trends in education, enriching the school curriculum, raising the quality of school work
- 2) INTERNATIONALIZATION: making contacts for possible partnerships with other schools, greater intercultural awareness and the development of students' critical thinking
- 3) DIGITALIZATION: development and improvement of digital competencies of students and employees, use of new ICT tools and new resources (tablets, mobile phones, educational virtual platforms)
- 4) INTRINSIC MOTIVATION: participation in projects, research classes, greater offer of different activities, innovative methods of work, learn how to learn
- 5) LANGUAGE COMPETENCES: improving the language competencies of students and employees through participation in projects.

The structured courses that teachers attended in their programs had an emphasis on these areas.

CROATIA



4. Project “Back to the Future”

Project results: As part of the project, we carried out many activities that we regularly published on our personal Facebook pages and the school's website. As part of the project, we enriched the school curriculum with two extracurricular activities: Robotics and German Language (CLIL), Radio Group for Upper Students and Small Informatics for Lower Students and school projects (ž)STEM and Digital School Journal.

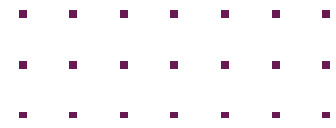
We have created a repository of digital teaching materials for classroom and subject teaching. We conducted a series of pedagogical workshops on the topic of creativity with students of primary and secondary education and practical ICT workshops for students and teachers. We shared many examples of creative ways of teaching students with other teachers.

We conducted e-Twinning projects in which we merged the mentioned project areas. We held lectures and workshops which contributed to the school being recognized in the local community.

Two KA2 projects have been applied for and approved, which will continue to improve creativity in teaching through serious games, develop digital skills and establish communication and cooperation with other schools through the internationalization of the school.

Web page: This project doesn't have a web page, but all the relevant information can be found on the School's official web page, section Erasmus+ on the following link http://www.os-trnsko-zg.skole.hr/eu_tim

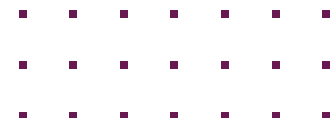
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- <https://num.hr/portfolio-item/activeopoly/> (last visit, 21.10.2022.)
- <https://erasmus-plus.ec.europa.eu/projects/search/details/2017-1-HR01-KA219-035374> (last visit, 21.10.2022.)
- <https://smallstepforafilm.wordpress.com/> (last visit, 21.10.2022.)

BULGARIA



1. Project “Game education in transport - Edu Game Net”

Project number: 2019-1-BG01-KA203-O62602

Duration of the project: 20.09.2019-31.09.2022

Topics: Building an innovative network for sharing of best educational practices, incl. game approach, in the area of international logistics and transport

Coordinator of the project: Assoc. Prof. Maria Vodenicharova

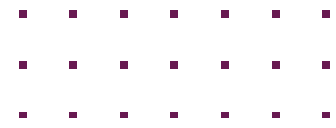
Partners:

- HOCHSCHULE HEILBRONN, Germany
- SCOALA NATIONALA DE STUDII POLITICE SI ADMINISTRATIVE, Romania
- UNIVERSITY OF NATIONAL AND WORLD ECONOMY, Bulgaria

Project objectives: The main objective of the project proposal is to develop and share gaming approaches and good practices in logistics and transport training as well as to disseminate innovative ideas by building an interactive network. The project is a transnational cooperation based on a multilateral partnership between higher education institutions (CBS) from Bulgaria, Germany and Romania. The project aims to strengthen the relationship between CBS in the broader economic and social environment that will build an innovative network to share gaming approaches and good practices in logistics and transport training. The project aims to support the modernization, accessibility and internationalization of higher education in the partner countries by introducing innovative approaches to the learning process. The specific objectives of the project are:

- Improving the quality, relevance and equal access to training in logistics and transport.

BULGARIA



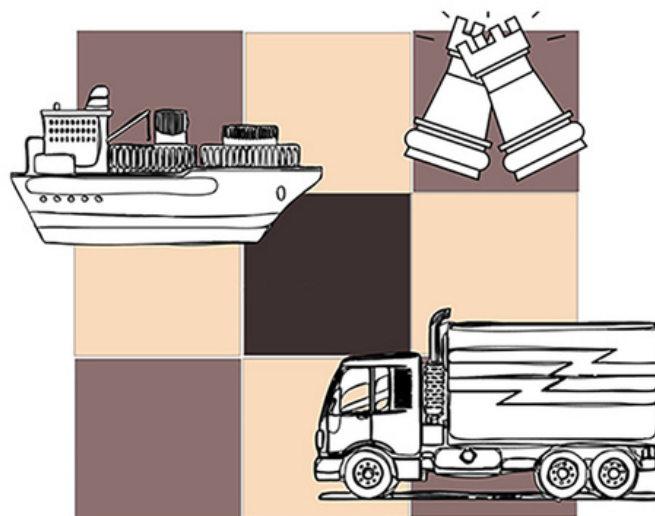
1. Project “Game education in transport - Edu Game Net”

- strengthening the cooperation between the participating partners and in particular faculties;
- promoting interpersonal contacts, intercultural awareness and understanding in logistics and transport training;
- Improving the quality of education through the application of innovative methods and approaches in the field of logistics and transport.

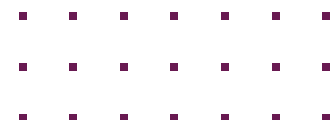
As part of this project we led a few multiplier events and an intensive programme for higher education learners.

Project results: Multiplier events: Strategic Partnerships on "Building an innovative network for sharing game approaches in logistics and transport training", РИУ Правец на 23-24.01.2022г., An intensive programme for higher education learners.

Web page: <https://edugamenet.eu>



BULGARIA



2. Project “E-learning - Open your minds through games”

Project number: 2017-1-FRO1-KA219-037109

Duration of the project: 01.09.2017-31.08.2019.

Topics: Inclusion – Equity, Pedagogy And Didactics, Creativity And Culture

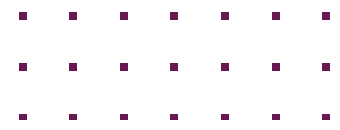
Coordinator of the project: Ecole Maternelle

Partners:

- 14th Kindergarden of Mytilene
- Agrupamento de Fajões
- DIREZIONE DIDATTICA "III CIRCOLO BALDO BONSIGNORE"
- Kohtla-Järve Lasteaed Tareke
- ODZ IZVORCHE
- Sincan Lale Anaokulu

Project objectives: broaden the horizons of students; to advance children's knowledge of the diversity and richness of cultures in different parts of Europe; Allow the child to understand the world around him and better understand the relationship between the different elements of his environment; Improve artistic and social skills, learn to work, play as a team; Mode of expression and construction of oneself; experimenting with systems of values and rules (reciprocity, cooperation, competition, negotiation, etc.), social relations, this contributes to the feeling of belonging and allows the development of situations of assistance, of need, to achieve a better tolerance of failure. With the game you learn to win and lose; strengthen the professional development of teachers by developing innovative teaching methods and resources; encourage communication and cooperation between pupils and teachers from different European countries.

BULGARIA



2. Project “E-learning - Open your minds through games”

It allowed students to acquire knowledge on the theme of European citizenship but also to develop group work, social relations, and the discovery of other cultures through the arts in the game. Our project has strengthened the quality and European dimension of teacher education. The project examined the overall needs of 7 European preschool education programs for the designation of project tasks. Teachers who have used these intercultural learning methods have found ways to improve their skills in their field, with "Learning to Learn" techniques for young students.

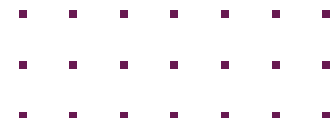
The project focused on the following **objectives**:

- To broaden the horizons of students; to advance children's knowledge of the diversity and richness of cultures in different parts of Europe
- To allow the child to understand the world around him and better understand the relationship between the different elements of his environment
- To improve artistic and social skills, learn to work, and play as a team
- To strengthen the professional development of teachers by developing innovative teaching methods and resources. The results of the project are as follows:

Partners and children were involved in activities via the website, e-mail exchanges, creating games (puzzles, games, storybook, Ebook, PPT, mascots travel photo album, etc.). During the project process, different educational games were created and a process of use:

1. show and tell the game with the mascot, each partner brought cultural objects from the country visited (discussion with the children)
2. Lotto game: we chose pictures that best represented their country, photo of the capital, the flag, the mascot
3. Game dominoes/graphics: choice of photos with graphic representation such as famous monuments, national symbols, works of art, to combine them with the forms...

BULGARIA



2. Project “E-learning - Open your minds through games”

4. Labeling word game: "The pencil box talked", learn words in English (colors, objects etc.)

Projects results:

5. Thinking game: on the folk tale (draw me a story), puzzles

6. Board game, goose game way, use of the mascot

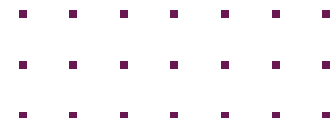
7. 7 Family card games: a combination of art and cultural heritage from all countries / find different flags, mascots, artists' works, etc.)

The project activities, the organization of Erasmus Day, and the exhibitions accessible to children, their parents, local representatives, members of education have promoted ideas, cultural differences and draw profit. The results of the project acted as an agent of social and cultural integration, supporting communication with others and building friendships.

Web page: <http://throughgames.weebly.com/>



BULGARIA



3. Project “Active Citizenship - Europe United”

Project number: 2020-1-BG01-KA227-ADU-095146

Duration of the project: 01.03.2021- 31.08.2022.

Topics: ICT – New Technologies – Digital Competences, Recognition (Non-Formal And Informal Learning/Credits), EU Citizenship, EU Awareness And Democracy.

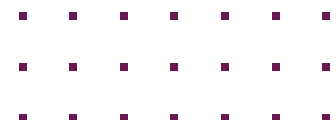
Coordinator of the project: SDRUZHENIE EKSPERTEN PUL – BULGARIA

Partners:

- Eprojectconsult – Istituto Europeo di Formazione,
- M2C INSTITUT FUR ANGEWANDTE MEDIENFORSCHUNG

Project objectives: Study the applicability of digital creativity, Creating tools for ethics and purity. The Covid-19 pandemic has created new economic and social realities in European countries. Along with job losses, the closure of public facilities and the loss of capital, the education and cultural sectors have been severely affected and put in the background as a secondary function of European societies. The virus has paused the introduction of innovative practices in the field of education and training, in facilitating the recognition and validation of knowledge, skills and competences acquired through formal, non-formal and informal learning. At the same time, the lack of digital skills among citizens and among the already digitally intensive sector of education, training and creative industries was extremely serious – all participants in these processes had to be digitized as a matter of urgency. The vast share of online communication, the great increase in the volume of created and shared content, has exacerbated the need for better knowledge and understanding of software products that have obsessed our daily lives and work.

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3. Project “Active Citizenship - Europe United”

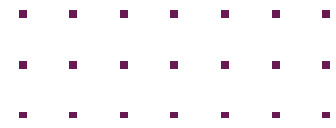
Project objectives: Extreme political currents, mass demagoguery and the use of fake news have created a tangible need for knowledge and training for full-fledged digital European citizenship. – Adapting a model of competence framework in the field of digital creativity – defining levels of knowledge and skills from DigComp 2.1 (The European Digital Competence Framework for Citizens), which are related to the topic and validation of the acquired skills of the persons included in training programs for digital skills. Introduction of a model for validation of the acquired skills through an open digital badge for creative skills.

- Study the applicability of digital creativity in different sectors through case studies to illustrate the opportunities for social integration, sustainable business and active citizenship, and to promote the use of creative and cultural products in general, in the current pandemic situation;
- Creating tools for ethics and purity of digital content in creative activities, promoting active citizenship, the fight against fake news and diversity.

The key target groups are identified according to the levels of competence offered by the project and the specific knowledge/skills required for each of them:

- Young people and students who are among the most numerous and active creators of digital content;
- Representatives of small and medium enterprises (SMEs), which could optimize the management/production processes in their companies through digital creativity;
- Teachers, facilitators engaged in training to promote creativity, culture, and cultural diversity.

BULGARIA



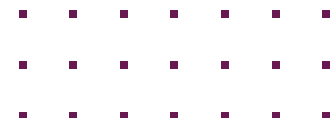
3. Project “Active Citizenship - Europe United”

Project results: Adapted model of competence framework in the field of digital creativity – defining levels of knowledge and skills from DigComp 2.1., a framework for self-assessment of digital creative competencies, based on the model – an online tool for self-assessment, a tool for validation of the acquired skills through open digital creative badge for creative skills, a report from a study of the applicability of digital creativity in different sectors through case studies (3 pieces – one for each of the partner countries – Bulgaria, Italy, Germany), toolbox

Web page: <https://digicomp.expertpool.bg/>



BULGARIA



4. Project “Escape Rooms - Steamer”

Project number: 2019-1-BE01-KA201-050527

Duration of the project: December 2019 to November 2021

Topics: Key Competences, Access For Disadvantaged, New Innovative Curricula/Educational Methods/Development Of Training Courses

Coordinator of the project: SCS LogoPsyCom

Partners:

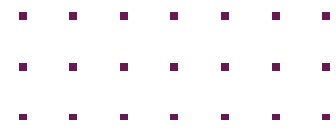
- LogoPsyCom
- Les Apprimeurs
- Citizens In Power
- Work in Progress
- Liepaja Rainis secondary school No.6
- 32 Secondary Language School “St. Kliment Ohridski

Project objectives: This European project has the objective to create a methodology, tools and practical examples of escape rooms adapted for secondary school education on STEAM.

Project results: STEAMER project was built on a notion that it is essential to work on improving the level of EU pupils in STEAM. It is therefore essential to work on improving the level of EU pupils in STEAM.

We believe it is essential to encourage student engagement and motivation by offering innovative ways of learning. We are convinced that the concept of educational escape rooms/games can play a very positive role in improving education in general and the learning of STEAM in particular.

BULGARIA



4. Project “Escape Rooms - Steamer”

Project results:

We believe this is needed because:

- Very low skills of secondary schools students in STEAM subjects
- Shortage of engaging and informal learning activities
- Deficient knowledge of secondary teachers, educators and other education professionals on how to use the Escape Rooms methodology as a pedagogical tool

The general objective of this project was to create a methodology, tools, and practical examples of Escape Rooms adapted for school education on STEAM. The project was implemented between the years 2019 and 2022. The responsibilities of the project were divided between all the partners, ensuring a better involvement of each one of them, guaranteeing a balanced use of the grant item "Project Management and Implementation".

The activities planned under this item have been divided as planned and as follows:

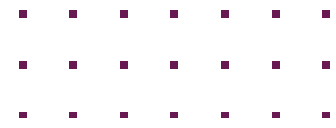
In practice within these Activities, we implemented the following:

- 4 general meetings and over a dozen partial meetings online to discuss specific items of the projects
- 9 quality reports
- 225 347 people reached in the hundreds of actions of dissemination detailed in a further question and 477 educational organizations contacted by all the partners– 6 dissemination events gathering 275 people

The results of the project were as follows:

- Pedagogical guide that collects practical guidelines for teachers and educators on using Escape Rooms as a pedagogical tool. It also advises how to manage the students during the activity and how to connect ER with the formal programs to maximize their impact on the performances of the learners. It also contains inclusion guidelines.

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4. Project “Escape Rooms - Steamer”

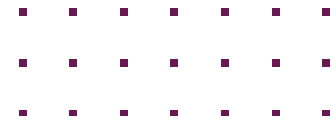
Project results:

- ER creation guide that covers the question of how to create inclusive escape rooms for STEAM using European cultural heritage as the background of the games.
- eLearning Module is composed of 6 units and 25 lessons which aim to be a step-by-step method to accompany teachers in their creation of their pedagogical escape room, but it does indeed give tools and methods to create digital content as well.
- Steamer generator that contains 16 different ready-to-use packages of Escape rooms on STEAM with the corresponding lessons.
- STEAMER generator, an online tool to support teachers in all the aspects of creating their own Escape Rooms by providing hundreds of resources (synopsis, characters, riddles with included illustrations for a total of 422 resources)
- Best practices booklet that displays the results of the STEAMER project with feedback on the successes and challenges of the different steps.

Web page: www.steamerproject.eu



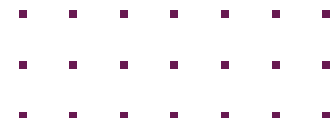
BULGARIA



References

- <https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-BE01-KA201-050527>
- <https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-UK01-KA105-061189>
- <https://erasmus-plus.ec.europa.eu/projects/search/details/2017-1-FR01-KA219-037109>

ESTONIA



1. Project “PlayStation”

Project number: 2018-1-BE05-KA105-002405

Duration of the project: 15.05.2018 – 14.05.2019

Topics: New Innovative Curricula/Educational, Methods/Development Of Training Courses, Inclusion – Equity, Youth Participation, Youth Work, Youth Policy.

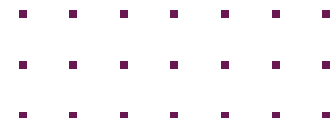
Coordinator of the project: Swira

Swira is a non-profit organization from Belgium, which was started in 2011. There are currently 2 main priorities for the work of the organization. Firstly they want to support the youth organizations in Essaouira, Morocco. Secondly they want to train youth workers in an international context. They mainly work on projects about economic obstacles and/or cultural differences. (European Youth Portal)

Partners: This project had 8 partners.

- Armenia “Shokkin’ Group “for Active Youth NGO”
- Czech Republic “Be International”
- Ukraine “Hromadska Organizatsiya Logos Znannya”
- Estonia “Mittetulundusühing Shokkin Group”
- Greece “Solidarity Mission Civil Non Profit Company”
- The Netherlands “Stichting Buitendoor”
- Spain “Ticket2Europe”
- Georgia “Youth Association Droni”

ESTONIA



1. Project “PlayStation”

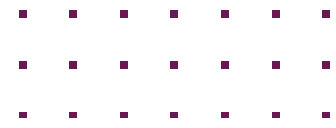
Project objectives: The main objectives of the project “P.S.” were to raise awareness about the importance and possibilities of gaming and gamification in an Educational context and introduce it as an efficient tool while working with young people. Raise youth workers competencies in this area and to motivate youth workers into using these gamification techniques regularly. Inspire youth workers by sharing good practices on the topics of diversity and inclusion. Create a framework for developing educational games. (Erasmus+)

Project results: During the project there was a brochure made, that provides 5 different games that tackle variable social issues and can be played with groups of young people. (Erasmus+)

Web page: There is no webpage for the project, but the brochure can be found here - https://ec.europa.eu/programmes/erasmus-plus/project-result-content/d52b65fc-5ded-4424-991f-b3c2c8222e34/Play_Station_-_booklet_2_.pdf

Information about the project - <https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-BE05-KA105-002405>

ESTONIA



2. Project “European Cultural Heritage Enterprise”

Project number: 2018-2-CY02-KA205-001313

Duration of the project: 01.09.2018 – 30.06.2021

Topics: Labour Market Issues Incl. Career Guidance/Youth Unemployment, Gender Equality/Equal Opportunities, Creativity And Culture.

Coordinator of the project: Cross Culture International Foundation

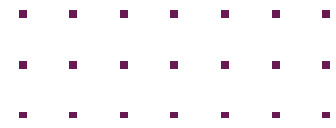
CCIF is an organization from Cyprus, whose mission is to support Education and Research for social inclusion of all citizens through educational practices, networking, transnational initiatives and cultural exchange. (CCIF Cyprus Youth NGO)

Partners: This project had 5 partners.

- Lithuania “Asociacija Tavo Europa”
- Poland “Danmar Computers SP Zoo”
- Greece “Digital Idea”
- Italy “Petit Pas aps”
- Estonia “Tartu Ülikool”

Project objectives: The main objective of the project is innovation and because of that the activities of this project are mainly designed to promote it mainly in youth with fewer opportunities. Participants of this project will gain digital competencies, civic competencies, cultural awareness, research, inquiry, creativity, innovation, critical thinking, flexibility, self-direction, integrity, leadership and responsibility. All of these competencies are important for personal development. (ECHE)

ESTONIA



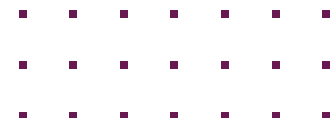
2. Project “European Cultural Heritage Enterprise”

Project results: There was an interactive game “Be the architect of your life” developed during the project that is freely distributed amongst youth. This game will help to learn new ECHE skills, enhance cooperation and strategic use of ICT (information and communication technology), it also includes scenarios on how to become an entrepreneur in the field of cultural heritage in Europe. There were also other instruments created, such as: mobile app “ECHE Mobile App”, instruction manuals and videos made by all partners. (Erasmus+)

Web page: <https://eche.erasmus.site/>



ESTONIA



3. Project “Enterprising and surprising through 8 key competences”

Project number: 2015-2-LV02-KA205-000815

Duration of the project: 01.09.2015 – 31.03.2017

Topics: New Innovative Curricula/Educational Methods/Development Of Training Courses, Intercultural/Intergenerational Education And Learning, Labour Market Issues Incl. Guidance/Youth Unemployment.

Coordinator of the project: Baltic Regional Fund

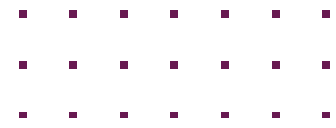
Baltic Regional Fund is a Non-Governmental Organization, established in 2011. It is an organization and foundation that supports social and intercultural dialogue, social inclusion and cultural exchange among young people and adults. (Baltic Regional Fund)

Partners: This project had 3 partners.

- Spain “AC Amics de la Biblioteca de la Fonteta”
- Estonia “MTÜ Edela Eesti Arenduskeskus”
- Croatia “Udruga gluhih i nagluhih Nova Gradiska”

Project objectives: The objectives of the project were to research in each country about 8 key competencies and after sharing them, to help in the development process of an interactive game. After the research phase the plan was to actually develop a new interactive game, that would help youngsters to develop themselves and better assess competencies that are required by the labor market. (Erasmus+)

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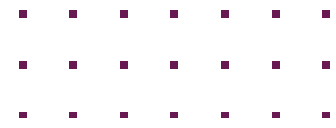


3. Project “Enterprising and surprising through 8 key competences”

Project results: As a result, they developed a tool that includes 9 games with various elements of NFE – simulations, individual work, group work etc. During these games youngsters aged 13+ can develop all 8 key competencies. Most of the games do not contain text, but some of the materials are translated into 5 languages – Latvian, Spanish, Croatian, Estonian and English. During the project they also produced game materials, Handbook and prepared an interactive game video. (Erasmus+)

Web page: They don’t have a website for the project, but all the materials are provided here – <https://erasmus-plus.ec.europa.eu/projects/search/details/2015-2-LV02-KA205-000815>

ESTONIA



4. Project “Virtual Game Method in Higher Education”

Project number: 2014-1-PL01-KA203-003548

Duration of the project: 01.11.2014 – 31.10.2016

Topics: Entrepreneurial Learning – Entrepreneurship Education, ICT – New Technologies – Digital Competences, New Innovative Curricula/Educational Methods/Development of Training Courses.

Coordinator of the project: Uniwersytet Ekonomiczny W Poznaniu

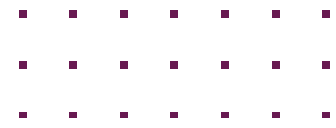
The Poznan University of Economics and Business is one of the oldest and most prestigious schools in Poland. They try to combine the highest quality education with intercultural exchange and cooperation. (University: Poznań University of Economics and Business)

Partners: This project had 3 partners.

- Finland “Seinajoen Ammattikorkeakoulu OY”
- Estonia “Tartu Ülikool”
- Spain “Universidad De Huelva”

Project objectives: The project objectives were to train teachers from partner organizations about virtual games, to prepare their own game scenarios (4 scenarios) and to develop the software for the game produced. The scenarios had to be possible to use in business, social and social care education. (Erasmus+)

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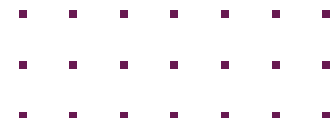
4. Project “Virtual Game Method in Higher Education”

Project results: They organized a conference and seminars to disseminate the project results, and published a textbook using virtual games in higher education. They also published 2 additional papers on games in education. (Erasmus+)

Web page: You can gain access to the virtual game here - <http://bizarena.ue.poznan.pl/>

You can get information on the project here - <https://erasmus-plus.ec.europa.eu/projects/search/details/2014-1-PL01-KA203-003548>

ESTONIA



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- "Erasmus+." Search | Erasmus+. Accessed October 2, 2022. <https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-BE05-KA105-002405>.
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- "Erasmus+." Search | Erasmus+. Accessed October 2, 2022. <https://erasmus-plus.ec.europa.eu/projects/search/details/2015-2-LV02-KA205-000815>.
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- "Swira: European Youth Portal." European Youth Portal – European Commission. Accessed October 2, 2022. https://youth.europa.eu/volunteering/organisation/66570_et.
- "University: Poznań University of Economics and Business." University | Poznań University of Economics and Business. Accessed October 2, 2022. <https://ue.poznan.pl/en/university,c13/>.



ESCAPE FOR
DEMOCRACY

2024



CHAPTER 4

Educational Escape Room Scenarios



Co-funded by
the European Union

SCENARIO 1: TRAVEL TO DEMOCRACY



Pedagogical objective:

- To promote democratic values through gamification.
- To promote the feeling of belonging to the European Union.
- To carry out cooperative work for decision making.
- To promote the responsible use of new technologies.
- Offer healthy leisure alternatives.
- Show young people different scenes from Ancient Greece.

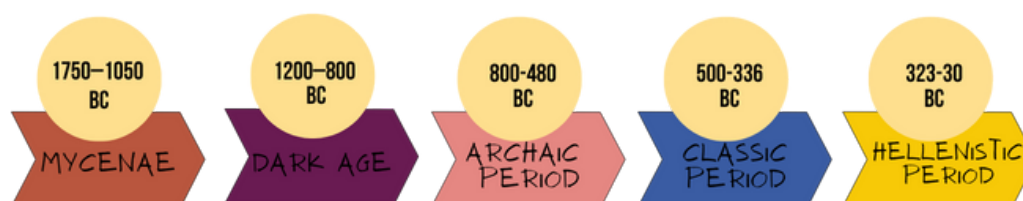
Inspiration from European Heritage

The main inspiration of the project is the creation of the first democratic system of government in Athens, as well as some of the main historical scenarios of Ancient Greece.

Synopsis

Some young teenagers are in History class learning about democracy. Not understanding the syllabus well, the teacher facilitates an online game in which the students immerse themselves in a trip to Ancient Greece in which they see some of the most important historical moments of this era, finishing with the creation of democracy in Athens. The escape room can be played both alone and in a group.

The starting point of the game (once they enter the virtual plane) is *Lion Gate*, located in the *Mycenaean* civilization, where they will have their first test. Once the tests are completed, they will advance in the historical journey chronologically. They will go through the *Dark Age*, the *Archaic Period*, the *Classic Period* and finally the *Hellenistic Period* where the last test will take place. In this test, the participants will help *Pericles* to lay the bases of the democratic government.



SCENARIO 1: TRAVEL TO DEMOCRACY



Requirements:

- A computer, tablet or a smartphone
- Stable Internet connection
- Installed any type of browser (preferably Google Chrome)
- Possibly pen and paper

Tools and methods:

- Digital gamified educational resource utilization
- Game-based education methodology
- Storytelling methodology
- Critical thinking and problem-solving activities
- Team building activities



Source:

- *The Ancient Greece in 15 minutes*
<https://www.youtube.com/watch?v=9LMID7L4Vdk>



SCENARIO 2: YOUNG DETECTIVES FOR DEMOCRACY



Pedagogical objective:

- To promote democratic values through gamification.
- To know how to identify anti-democratic policies.
- To carry out cooperative work for decision making.
- To promote the responsible use of new technologies.
- To offer healthy leisure alternatives.
- To introduce young people to important scenarios, such as government and parliament.

Inspiration from European Heritage:

The main inspiration for this scenario is the historical journey of the countries within the European Union for the fight against fascism.

Synopsis

Interpol has been investigating the current president of *Lugofia's* government for seven years. It is known that the ideology of *Edward Desk* does not correspond to democratic values and tries to implement new policies to establish a fascist regime based on values such as racism, machism, homophobia, etc.

An agent/group of agents, break into parliament to find evidence that the government is trying to make changes to the law. They will have to search in areas such as the president's office in order to decode the puzzles that will lead to the evidence that reveals *Desk's* plans. A specific number of these pieces of evidence must be found in order to incriminate the president.



SCENARIO 2: YOUNG DETECTIVES FOR DEMOCRACY



Requirements:

- A computer, tablet or a smartphone
- Stable Internet connection
- Installed any type of browser (preferably Google Chrome)
- Possibly pen and paper

Tools and methods:

- Digital gamified educational resource utilization
- Game-based education methodology
- Storytelling methodology
- Critical thinking and problem-solving activities
- Team building activities

Source:

- Fascism <https://en.wikipedia.org/wiki/Fascism>
- Interpol <https://www.interpol.int/es>



SCENARIO 3: NASRID CALIPHATE RETURNING



Pedagogical objective:

- To enhance young people's critical thinking and problem-solving skills.
- To share knowledge among youth about the EU's rich cultural and historical heritage.
- Carry out cooperative work for decision making.
- Promote responsible use of new technologies.
- Offer healthy leisure alternatives.

Inspiration from European Heritage:

The project's principal inspiration is the Reconquest's time. It started in 1469 and finished in 1492.

Synopsis

In 1491, a Catholic Monarch's *espingardero*, called Fernando González de Córdoba, traveled to the Granada's Nasrid Kingdom and betrayed them, giving information about military tactics that they were going to carry out in the Caliphate at the beginning of January 1492 Isabel I and II.

In 2013, historians noticed changes in history in this period. They went to the Ministry of Time, who discovered that there is a time traveler who is dedicated to changing the political situation in Spain, beginning with the Reconquest. The player in the escape room is a Ministry official who will travel to the Alhambra, taking a tour that begins at the Generalife, It passes through the Alcazaba and culminates in the Nasrid Palaces, where the different clues will be found to catch Fernando González de Córdoba, return him to the future and put him in jail.



SCENARIO 3: NASRID CALIPHATE RETURNING



Requirements:

- A computer, tablet or a smartphone
- Stable Internet connection
- Installed any type of browser (preferably Google Chrome)
- Possibly pen and paper

Tools and methods:

- Digital gamified educational resource utilization
- Game-based education methodology
- Storytelling methodology
- Critical thinking and problem-solving activities

Source:

- Alhambra's virtual tour: <https://youtu.be/P9MnwfHCuDI>
- History of the Spanish Reconquest: <https://www.britannica.com/event/Reconquista>



SCENARIO 1: THE TIME TRAVELER



Pedagogical objective:

- To share knowledge among youth about the history of the European Union
- To provide young people with basic information about The Council of Europe and the European Convention on Human Rights
- To teach and promote European values, democratic participation, the principles of unity and diversity, as well as the EU's diverse social, cultural and historical heritage.
- To enhance young people's critical thinking and problem-solving skills
- To motivate young people to participate in democratic processes

Inspiration from European Heritage:

The European Convention on Human Rights is the first Council of Europe's convention and the cornerstone of all its activities. It was adopted in 1950 and entered into force in 1953.

Synopsis

It's the year 2050 and there are several terrorist organizations around the world trying to change the course of history. One of these organizations is very powerful and it is using the EU's basic principles to destroy the EU and the world. They used Elon Musk's time machine, went back to 1953 just before the Convention was entered into force, infiltrated the Council of Europe chambers in Rome, and changed the main parts of the European Convention on Human rights. This gave them the legal background to enforce treacherous laws all around the European Union in 2050 based on false EU Values.

The only way to stop them is to travel back to Rome in 1953 and change back the Convention.

SCENARIO 1: THE TIME TRAVELER



Synopsis

The players are set in the Council of Europe chambers in Rome in 1953 slightly after the terrorists added false EU values to the Convention. Players have 20 minutes before the guards change shifts and new guards inspect the chambers. Players must inspect the room to find proper EU values, find a way to unlock the safe box containing the Convention, discover the false EU values, and change them back with the original ones.

Requirements:

- A computer, tablet, or a smartphone
- Stable internet connection
- Installed any type of browser (preferably Google Chrome)

Tools and methods:

- Digital gamified educational resource utilization
- Game-based education methodology
- Storytelling methodology
- Critical thinking and problem-solving activities

Source:

- The history of European Union: [https://european-union.europa.eu/principles-countries-history/history-eu/1945- 59_en](https://european-union.europa.eu/principles-countries-history/history-eu/1945-59_en)
- European Convention on Human Rights:

https://www.echr.coe.int/Documents/Archives_1950_Convention_ENG.pdf

SCENARIO 2: BATTLE OF CHOICE



Pedagogical objective:

- To share knowledge among youth about democratic processes and representative democracy postulates
- To provide young people with basic information about the principle of a referendum in democracy
- To teach and promote European values, democratic participation, the principles of unity and diversity, as well as the EU's diverse social, cultural and historical heritage.
- To enhance young people's critical thinking and problem-solving skills
- To motivate young people to participate in democratic processes

Inspiration from European Heritage:

Article 10, Treaty on European Union (TEU) explicitly provides that the functioning of the Union shall be founded on representative democracy. Referendums give citizens a direct say over matters which would otherwise be decided by elected (or non-elected) representatives. Since 1972, Europe has seen 58 referendums on EU matters, concerning membership, treaty ratification or specific policy issues (e.g. adoption of the euro). At the same time, the degree to which EU countries make use of referendums differs significantly: while the majority of Member States have held one referendum on European integration, mostly relating to membership, a handful resort to referendums more frequently.

Synopsis

In the year 2035 citizens of a fictional local municipality in Croatia have almost entirely stopped participating in democratic processes. Due to the last economic crisis, corruption and lack of basic resources citizens lost faith in democratic processes. This has allowed for a newly founded political party to trick the citizens and win local elections. A new major has started controlling the municipality in a corrupt way. He has been doing such a bad job that the municipality went bankrupt and basic town administration is not functioning at all.

SCENARIO 2: BATTLE OF CHOICE



Nobody knows what to do, nobody knows even the basics about democratic processes and the town is about to lose basic resources such as water, electricity, and sanitation.

The players are a part of the youth action group trying to find a way to fight the major dictator in a lawful way. The game is set in the major's office and the player has to check and investigate the office in order to find a way to try to fix all of this.

Players must inspect the room to find clues and hints leading them to discover that the best solution is to start a referendum in the municipality in order to overthrow the current major and enforce new elections.

Requirements:

- A computer, tablet, or a smartphone
- Stable internet connection
- Installed any type of browser (preferably Google Chrome)

Tools and methods:

- Digital gamified educational resource utilization
- Game-based education methodology
- Storytelling methodology
- Critical thinking and problem-solving activities

Source:

- European Parliament: Referendums on EU issues – Fostering civic engagement:
[https://www.europarl.europa.eu/RegData/etudes/IDAN/2022/729358/EPRS_IDA\(2022\)729358_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/IDAN/2022/729358/EPRS_IDA(2022)729358_EN.pdf)
- Local referendum in Croatian context: <https://hrcak.srce.hr/file/191703>

SCENARIO 3: NUCLEAR ASSAULT: PRIVATE ALLIANCE



Pedagogical objective:

- To share knowledge among youth about the EU's rich cultural and historical heritage
- To teach and promote European values such as principles of unity and diversity and the EU's diverse social, cultural, and historical heritage.
- To enhance young people's critical thinking and problem-solving skills
- To motivate young people for active citizenship

Inspiration from European Heritage:

The European Union's role is to assist and complement the actions of Member States in preserving and promoting Europe's cultural heritage. Croatian.

Synopsis

In 2023, a mole was among the European Parliament building staff. The person was stealing information and selling it to the most powerful criminal organization in the world before disappearing into thin air. The evidence indicates that the criminals have set a timer on a nuclear bomb somewhere in the EU and they demand 1 billion Euros to be transferred to an offshore account in order to deactivate the bomb or else they will destroy half of Europe and kill innocent citizens across the EU. The best investigators in the world are trying to find the location of the bomb in order to deactivate it but the clock is ticking.

The player is a private investigator hired by the European Commission's security agency. The game is set in the office of the mole. The player must investigate the entire room and find clues and hints about the exact location where the bomb is put.

The player then goes on to discover several EU historical and cultural heritage sites, each with one piece of code leading to the exact location.

SCENARIO 3: NUCLEAR ASSAULT: PRIVATE ALLIANCE



Requirements:

- A computer, tablet or a smartphone
- Stable internet connection
- Installed any type of browser (preferably Google Chrome)

Tools and methods:

- Digital gamified educational resource utilization
- Game-based education methodology
- Storytelling methodology
- Critical thinking and problem-solving activities

Source:

- European Heritage Awards: <https://culture.ec.europa.eu/cultural-heritage/initiatives-and-success-stories/european-heritage-awards>
- Croatian Properties inscribed on the World Heritage List: <https://whc.unesco.org/en/statesparties/hr>
- Bulgarian Properties inscribed on the World Heritage List
- <https://whc.unesco.org/en/statesparties/bg>
- Estonian Properties inscribed on the World Heritage List
- <https://whc.unesco.org/en/statesparties/ee>
- Spanish Properties inscribed on the World Heritage List
- <https://whc.unesco.org/en/statesparties/es>



SCENARIO 1: THE TEMPLAR PIONEERS (PAST)

BULGARIA: WALK TOGETHER



Pedagogical objective:

- To share the fundamental aspects for which a government is responsible, especially the state constitution rights so as to gain a more exact perspective on the possibility of young people to influence the democratic life in their countries
- To teach young people more about some of the work positions, opportunities and possibilities and the responsibilities they come within the democratic societies
- To make the young people focus on their interests and competences in the democratic sector, therefore learning more about themselves both individually and regarding them as a group while also learning of the responsibilities of a political activist
- To foster and allow the better of critical thinking skills in young people in a simulated form, therefore sharing experiences in democratic environments
- To introduce new and innovative learning methods to young people, while fostering an interest in active citizenship
- To promote teamwork

Inspiration from European Heritage:

The main source of inspiration is the fundamental division between the **governmental branches** i.e. legislative, executive, and judiciary. Secondly, this scenario focused on some of the most **fundamental responsibilities** which most people connect to the government, for example, the organisation of finance, the infrastructure of the country, the educational level of the general public, etc. Another source of inspiration was the difference between the two forms of rule i.e. a monarchy and a government.

SCENARIO 1: THE TEMPLAR PIONEERS (PAST)

BULGARIA: WALK TOGETHER



Inspiration from European Heritage:

Through this escape room scenario young people can learn about the core differences between the two, more precisely the solitary responsibility in decision-making and law creation in a monarchy (which would fall to the king) and the sharing of these and other tasks (for instance the regulation and monitoring of the laws, as well as the assurance that the public is following them) in a government (which would fall between the legislative, executive and judiciary branches). Both the official legitimate separation (the branches) and the one which stems from the common way of thinking of most people were used as inspiration.

This way the room will be able to cover a wider spectrum of information, which makes it useful to students with varying levels of prior knowledge. Some other inspirations stem from templar history. One of the fundamental ones in this sector is their inherent connection to the crown. The second is their inner form of rule, i.e. their “constitution of rule” which separates them into different classes, while also having a “grand master”. Finally, there are two more sources of inspiration from history: governments and monarchies. Regarding them, the various monarchies in the European union were focused on (especially Great Britain and Belgium) and some of the current government republics (especially France and Germany).

Synopsis

The room is set in a fictional world, inspired by the time of the templars. In this scenario the templars, who act as rebels, want to form a new democratic government, abolishing the current monarchy. It is the players’ task to figure out a way to remove the current king, as well as what roles they will need for the creation of their government. They will also need to appoint one person per work position.

SCENARIO 1: THE TEMPLAR PIONEERS (PAST)

BULGARIA: WALK TOGETHER



Synopsis

The room itself is their underground hideout, which is on the verge of being discovered and with each conventional exit being constantly watched. The players have a timer (which is to be set depending on the difficulty), before which they have to complete their tasks and escape, otherwise they will be captured. In order to successfully complete the game, the players have to:

- Find a document which removes the ruling rights of the king and validates the new form of government
- Create a list of the **basic job positions** that need to be filled in a democratic government (there will be clues in the room itself, such as an inkwell with parchment for law creation, a gavel for judiciary activities, a police coat for the executive section, a treasure chest for the management of finance?, a graduation hat for the focus on education?, a speaker for the connection with the public?, a ledger for the administrative section?, a road map of the country for the infrastructure?, a statuette of a messenger riding a horse for intercultural relations? etc.) The number of roles will be in accordance with the size of the team. If the game is played solo, the player will have to choose the top 5 most important ones and learn a specified amount about each one.
- Appoint each other in the work positions (each one comes with a more detailed explanation) (Bonus: each work option may include a mini test of some sort to determine if the person is the correct choice for the position, possibly in the form of questions)
- Find the key and the secret escape route out of the room

Requirements:

- A computer, tablet or a smartphone
- Stable internet connection
- Installed any type of browser (preferably Google Chrome)
- Possibly pen and paper

SCENARIO 1: THE TEMPLAR PIONEERS (PAST)

BULGARIA: WALK TOGETHER



Tools and methods:

- Digital gamified educational resource utilization
- Game-based education methodology
- Storytelling methodology
- Critical thinking and problem-solving activities
- Team building activities

Source:

- https://en.wikipedia.org/wiki/List_of_European_Union_member_states_by_political_system
- https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Monarchies_in_the_European_Union.htm
- <https://www.english-heritage.org.uk/visit/places/knights-templar-church-dover/history/#:~:text=The%20Knights%20Templar%20were%20a,was%20eventually%20suppressed%20in%201312.>
- <https://www.polyas.com/election-glossary/branches-of-government>
- <https://en.wikipedia.org/wiki/Government>



SCENARIO 2: ACTIVISTS AND SECRETS (PRESENT)

BULGARIA: WALK TOGETHER



Pedagogical objective:

- To educate young people on the fundamental human rights, agreed upon by the UN, as well as how they may be broken
- to learn about famous examples of breaking the human laws in the past and recognizing the wrong patterns in the future
- To show young people different scenarios in which they should act and defend the fundamental rights, be it their own or those of others
- To make the young people focus on their interests and competences in the democratic sector, therefore learning more about themselves both individually and regarding them as a group while also learning of the responsibilities of a political activist
- To foster and allow the better of critical thinking skills in young people in a simulated form, therefore sharing experiences in democratic environments
- To introduce new and innovative learning methods to young people, while fostering an interest in active citizenship

Inspiration from European Heritage:

For this room, the focus is the most important international organization when it comes to human rights, namely the UN. The Universal Declaration, written in 1948 was a great inspiration as well as the overall creation of the UN in 1945. One of the main reasons behind this is the following quote from the declaration itself *"shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance"*. The choice of articles on fundamental human rights was made so that they are different in essence and focus, to show the variety of topics which these rights encompass. Another source of inspiration was different felonies and misdemeanors which have happened in the past.

SCENARIO 2: ACTIVISTS AND SECRETS (PRESENT)

BULGARIA: WALK TOGETHER



Inspiration from European Heritage:

Some of the specific events are the Julian Assange case (protection of privacy), the Cohen v. California case (freedom of speech), the case against Blizzard (equal pay for equal work), the protests in 2021 in Cuba (right to democracy) and the Sheppard v. Maxwell case (right to a fair trial). This was done with the idea for young people to broaden their knowledge when it comes to how these rights may be broken and how these situations may look.

Synopsis

This room is set in a world, similar to the current one. The country in which this takes place is under great political turmoil – protests are a daily occurrence, due to the unfair treatment of some of the politicians. The players are a group of active protestors, which have just broken into the presidency. The game takes place in a set of rooms, all of which are in different parts of the presidency, each one leading to the next through sets of clues. The first room is the president's office, where they uncover a secret about him. There are different forms of evidence scattered all over the building, which prove he and some of the other politicians have broken some of the fundamental Human Rights, established by the UN. It is the players' task to find and match each misdemeanor/felony to the human right that it is breaking. The players have to find and retrieve all of the evidence before the rest of the protestors burst through the doors.

There will be appointed clues for each of the rights. Human rights and according felonies:

- Protection of privacy (article 8) – The government has been reading the private emails, chats, etc. of all of their employees and has been continuously firing those who have opinions, opposing the current party. The folder contains proof of at least 20 such dismissals.

SCENARIO 2: ACTIVISTS AND SECRETS (PRESENT)

BULGARIA: WALK TOGETHER



Synopsis

- Freedom of expression (article 19) – There is one group of artists, which is outspoken about their disliking towards the current government. The folder contains proof that they have been continuously discriminated against, not only by removing their works of art that contain these opinions, but also by purposefully removing them as a whole from various exhibitions, shows, etc. and removing their candidacies from all sorts of contests and forms of funding.
- Equal pay for equal work (article 23) – The country owns 3 factories for steel processing. Some of the factory workers have been continuously underpaid, because of the size of the third, smallest factory, for which very few people know and care about. The workers have tried to protest, however each time they were threatened to not only lose their jobs, but for there to be consequences for their families.
- Right to democracy (article 21) – The folder contains proof that a minority (an exact one can be chosen) that the president dislikes is being consciously removed from all of the referendums and other forms of voting.
- Right to a fair trial (article 10) – 2 years ago a process was held against one of the well-known political activists and his unjustly given fines. The folder contains proof that the fines were falsely given and that the judge working on this case was corrupted.



SCENARIO 2: ACTIVISTS AND SECRETS (PRESENT)



BULGARIA: WALK TOGETHER

Requirements:

- A computer, tablet, or a smartphone
- Stable internet connection
- Installed any type of browser (preferably Google Chrome)

Tools and methods:

- Digital gamified educational resource utilization
- Game-based education methodology
- Storytelling methodology
- Critical thinking and problem-solving activities
- Team building activities

Source:

- <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- <https://www.un.org/en/> https://en.wikipedia.org/wiki/United_Nations
- https://en.wikipedia.org/wiki/Universal_Declaration_of_Human_Rights
- <https://www.humanrights.com/what-are-human-ri>
- https://en.wikipedia.org/wiki/Julian_Assange
- https://en.wikipedia.org/wiki/Cohen_v._California
- <https://www.npr.org/2021/07/22/1019293032/activision-blizzard-lawsuit-unequal-pay-sexual-harassment-video-games>
- <https://www.hrw.org/report/2022/07/11/prison-or-exile/cubas-systematic-repression-july-2021-demonstrators>
- <https://www.mtsu.edu/first-amendment/article/334/sheppard-v-maxwell>

SCENARIO 3: FUTURISTIC

BULGARIA: WALK TOGETHER



Pedagogical objective:

- To introduce young people to the different forms of rule (parliamentary democracy, semi-direct democracy, constitutional monarchy, athenian democracy, anarchy, inclusive democracy and cosmopolitan democracy)
- To teach young people about different historical periods in politics
- To encourage young people to make connections between different periods of time, corresponding historical facts, famous people, etc.
- To foster the competencies young people need to restructure information and to make the needed connections between the varying forms it comes in
- To make the young people focus on their interests and competencies in the democratic sector, therefore learning more about themselves both individually and regarding them as a group while also learning of the responsibilities of a political activist
- To foster and allow the better of critical thinking skills in young people in a simulated form, therefore sharing experiences in democratic environments
- To introduce new and innovative learning methods to young people, while fostering an interest in active citizenship

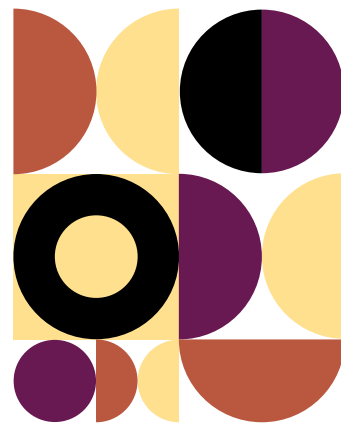
Inspiration from European Heritage:

This escape room scenario focuses on the **different forms of rule**. More specifically parliamentary democracy (like the current rule in Italy, Hungary, etc. also inspired by the Cortes de Leon), semi-direct democracy (like Switzerland), constitutional monarchy (like Great Britain, also inspired by the Glorious Revolution), Athenian democracy (the first form of democracy), anarchy (inspired by Thoreau and anarchy protests such as peaceful protests after WWII), inclusive democracy (an idea for democracy which has not been achieved) and cosmopolitan democracy (a global concept).



SCENARIO 3: FUTURISTIC

BULGARIA: WALK TOGETHER



Inspiration from European Heritage:

For the creation of the scenario, a collection of various historical facts or current statements to portray these different situations was used, some of which can be seen today, some have been used in the past and some are only theories. The decision to show all of these was taken to give a wider spectrum of the possibilities of ruling, alongside something interesting about them.

Synopsis

The room is set in an utopian futuristic world. The country in which the players are has achieved the best form of rule for its people (which isn't shown), thanks to which they have enough time to focus on innovative methods when learning. The room itself is the school library, where the players have their current exam in history. However, the moment the exam starts, the simulation technology in the library malfunctions and they are all sent in different versions of the same room. Each player is experiencing a different form of rule and they have to work in a team to solve the problem with the technology so that they can get out. The puzzle itself is a cipher with different codes and questions for each setting.

The settings and corresponding focus points are:

- Parliamentary democracy – the first parliamentary body according to UNESCO was Cortes de Leon, which was set in 1188; Parliamentarism includes “loyal opposition” (clues can be connected to the name “Cortes de Leon, 1188 or the term “loyal opposition”)
- Semi-direct democracy – Referendums are the foundation of this type; Switzerland is a semi-direct democracy (clues can be a voting ballot for a referendum or Switzerland’s flag)

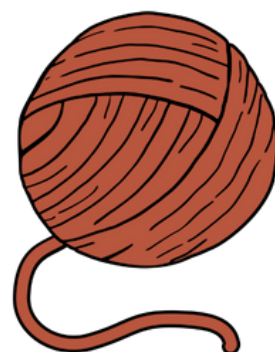
SCENARIO 3: FUTURISTIC

BULGARIA: WALK TOGETHER



Synopsis

- Constitutional monarchy – In the past many of the largest forces in the world were monarchies; A glorious revolution is a famous event; *(clues can be a picture of the Queen of England or a painting of the glorious revolution with a corresponding title and explanation)*
- Athenian democracy – It is the first recorded form of democracy; It had a random selection of who will be in the government, however women, slaves, foreigners, and minors were not allowed to participate *(clues can be connected to the fact that this was the first one, or that it had random selection)*
- Anarchy – Henry David Thoreau stated that people shouldn't be ruled by others or be in a position of rule; There have been many anarchy-themed protests *(clues can be the quote from Thoreau or a photograph of a protest)*
- Inclusive democracy – This is a theory that endorses stateless, moneyless, and marketless economy; It includes self-management in all forms and aims to reconnect nature and society *(clues can be "all-inclusive = self-management" or a drawing of people in nature)*
- Cosmopolitan democracy – The democracy needed for World Parliament; It has been promoted by Albert Einstein *(clues can be a drawing of the UN aiming for a World Parliament and a photograph of Einstein)*



SCENARIO 3: FUTURISTIC

BULGARIA: WALK TOGETHER



Requirements:

- A computer, tablet, or a smartphone
- Stable internet connection
- Installed any type of browser (preferably Google Chrome)

Tools and methods:

- Digital gamified educational resource utilization
- Game-based education methodology
- Storytelling methodology
- Critical thinking and problem-solving activities
- Team building activities

Source:

- https://en.wikipedia.org/wiki/List_of_countries_by_system_of_government
- https://en.wikipedia.org/wiki/Cortes_of_León_of_1188
- https://en.wikipedia.org/wiki/Politics_of_Switzerland#:~:text=Switzerland%20is%20a%20semi-direct,and%20the%20Council%20of%20States
- https://en.wikipedia.org/wiki/British_Empire
- https://en.wikipedia.org/wiki/Glorious_Revolution
- https://www.worldhistory.org/Athenian_Democracy/#:~:text=Athenian%20democracy%20was%20a%20system,therefore%2C%20had%20a%20direct%20democracy_
- https://en.wikipedia.org/wiki/Henry_David_Thoreau
- https://en.wikipedia.org/wiki/History_of_anarchism#Classical_anarchism
- https://en.wikipedia.org/wiki/Inclusive_Democracy
- https://en.wikipedia.org/wiki/Cosmopolitan_democracy#:~:text=Cosmopolit an%20democracy%20is%20a%20political,people%20is%20possible%20an d%20needed



ESCAPE FOR
DEMOCRACY

2024



CHAPTER 5

List of tools and resources



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1. GAME DEVELOPMENT ENGINES AND TOOLS

NAME	DESCRIPTION	ACCESS POINT
GDevelop	A no-code, open-source, free, and easy game-making app.	https://gdevelop.io/
Microsoft PowerPoint	MS Power Point can be used to develop digital escape rooms through the use of their interactive functionalities such as transitions, animations, buttons and hyperlinks.	https://blog.classpoint.io/create-an-interactive-powerpoint-presentation/
Google Forms	Digital Escape rooms can be developed in Google Forms.	https://www.bespokeclassroom.com/blog/2019/10/4/how-to-build-a-digital-escape-room-using-google-forms
Prezi	A virtual presentation tool for developing interactive content.	https://prezi.com/l/escape-room-powerpoint-template/
Genially	Tool educators use to teach and learn through interactive learning materials.	https://genial.ly/templates/gamification/escape-room/



2. TOOLS FOR THE DEVELOPMENT OF GRAPHICAL ELEMENTS

NAME	DESCRIPTION	ACCESS POINT
Microsoft Power Point	MS Power Point has its own directory of graphical elements called "stock images" under the insert tab	https://www.microsoft.com/en-us/microsoft-365/powerpoint
Pixabay	Free stock photography and royalty-free stock media website containing images, illustrations and vectors under creative commons licence as well as sounds and videos.	www.pixabay.com
Imgbin	Free stock photography and royalty-free stock under a creative commons license	https://imgbin.com/
Free SVG	Free vectors under the creative commons license	https://freesvg.org
Fotor	Photo editing online tool	https://www.fotor.com/
Canva	A free graphic designing online tool with diverse imagery, illustrations, and other multimedia resources (Non-profits can register for free Premium content)	https://www.canva.com/
Sweet Home 3D	source software, a room design program that can be used for developing Escape Rooms interior	https://www.sweethome3d.com/
Voki animator	Free animation makers	www.voki.com

CORRECT!

NEXT



3. TOOLS FOR THE DEVELOPMENT OF PUZZLES AND RIDDLES

NAME	DESCRIPTION	ACCESS POINT
Scape hackordeon	Free online tool for creating coded messages	https://scape.enepe.fr/ressources/hackordeon/
Scape lipenchais	Free online tool for creating coded messages that look like Chinesewriting	https://scape.enepe.fr/ressources/lipenchais/
QR Code generator	Free QR code generator	www.app.qr-code-generator.com
Morse code translator	Morse code online translator – translates Latin text to Morse code	https://morsecode.world/international/translator.html
Break your own news	Online tool for creating news magazine clips	https://breakyourownnews.com/
Educaplay	Create simple gamified learning challenges	https://www.educaplay.com/
Scape Minuteur	Online timer	https://scape.enepe.fr/ressources/minuteur/index.html
Braille generator	Translator from text to braille symbols	https://fontmeme.com/fonts/braille-type-font/
Sudoku Generator	Online sudoku generator	https://www.sudokuweb.org/
Puzzlemaker	Generate math riddles	https://puzzlemaker.discovereducation.com/math-squares
RiddleWot	Generate riddles based on the answer	https://www.riddlewot.com/riddle-generator



3. TOOLS FOR THE DEVELOPMENT OF PUZZLES AND RIDDLES

NAME	DESCRIPTION	ACCESS POINT
EducaPlay	Make short educational games online (riddles, puzzles, crosswords, wordsearch, fill in the blanks, memorygame etc.)	https://www.educaplay.com/
Logic Puzzles	A directory of various puzzles that exercise logic	https://www.ahapuzzles.com/logic/logic-puzzles/
Puzzel	Interactive puzzle maker for creating custom and online embeddable puzzles.	https://puzzel.org/
I am a puzzle	Generate Jigsaw Puzzle from an image	https://im-a-puzzle.com/make-puzzle

4. OTHER USEFUL TOOLS & RESOURCES

NAME	DESCRIPTION	ACCESS POINT
Game title generator	Online generator for creative game titles	https://letsmakeagame.net/game-title-generator/
TTSMP3	Free text to speech generator	https://ttsmp3.com/
VoiceMaker	Free text to speech generator	https://voicemaker.in/
BigSpeak	Free text to speech generator	https://bigpeak.ai/
Orange Free Sounds	Free directory of sounds and music	https://orangefreesounds.com/
This person does not exist	Free online face simulator that uses AI technology to create photographs of people that don't exist in reality	https://www.thispersondoesnotexist.com/



CONCLUSION



E4D consortium has embarked on a holistic journey aiming to explore citizenship education aimed at young people in Europe. In that sense, the partners observed the entire related environment, focusing on research, exploring good practices, and developing e-solutions to mitigate the issues detected. The partners firstly accessed key statistical data in each partner country in order to assess the current state of the matter when it comes to youth's democratic participation and active citizenship. The research study implemented in Spain, Croatia, Estonia, and Bulgaria indicated that there are similar issues on this matter that easily also reflect the entire EU youth. The results showed that young people are not interested in citizenship topics and are not willing to participate in democratic processes. Young people in the EU primarily have insufficient knowledge of citizenship topics and thus lack interest to engage in citizenship activities, they do not trust the governing bodies and are reluctant to participate in the democratic processes. On the other hand, youth active citizenship is shown as having a positive growth, all thanks to the non-governmental and non-profit organizations that youth are involved with. E4D Consortium believes that the main issues of youth inactivity are deeply rooted in their lack of knowledge, lack of interest, and lack of attempts of the most important youth stakeholders to inspire and engage youth in active citizenship.

As we have previously detected the benefits of teaching through gamification, a further study was conducted to understand the evolution of game-based learning and gamification in our national contexts.

These results indicated that while such pedagogical methods are proven to be successful in fostering different knowledge, skills, attitudes, and competences, when it comes to our partner countries the notion is still at the beginning of its development. The education sector agrees that these topics should be pursued to innovate the educational processes and increase the engagement of youth when it comes to learning.

The second part of our approach focused on investigating, choosing, and presenting the best EU practices (found in Croatia, Spain, Bulgaria, and Estonia) that produced creative and engaging solutions for using game-based tools and resources in teaching citizenship education topics. As we haven't found those that are completely aligned to our objectives we have found several that are related to educational escape rooms and game-based active citizenship education.

Lastly, based on the previous steps all partners engaged in developing pedagogical scenarios of educational escape rooms that teach citizenship education topics. The results are 9 educational escape room scenarios presented in this Handbook. As our last step in the development of this project was the development of digital educational escape rooms based on the selected 3 scenarios of partners, we have realized that it would be useful to also present a list of tools and resources educators can use to develop their own virtual educational escape rooms based on our scenarios.

Lastly, the consortium of the Escape for Democracy project has produced 3 virtual educational escape rooms available in English, Spanish, Croatian, Estonian, and Bulgarian languages, perfectly applicable to be used in teaching citizenship topics to young people. The games developed have shown to be an amazing tool for fostering knowledge, sparking interest and accomplishing engagement, and inspiring young people to active citizenship and democratic participation. And even better, the games have their own recognition of learning system giving the young players digital certificate after each successful room escape.





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